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ABSTRACT

This document contains performance-based assessment and instructional activities for Missouri high school teachers to use in teaching the communications arts needed by marketing education students. The activities included were developed to reflect Missouri's new Show-Me Standards, which are knowledge (content) and performance (process) standards designed to provide students with a solid foundation of knowledge in the basic academic skills areas. Each activity includes some or all of the following: marketing education competencies addressed; Show-Me Standard(s) addressed; objective; steps entailed in performing the suggested activity; instructional option(s); reference(s); approximate time; assessment activity and suggested scoring guide; and student information handout(s). Of the 17 learning activities included, 11 pertain to communications in marketing (facilitating communication among employees, management, and customers; interpreting marketing information; training employees; using oral communications in marketing; and using written communications in marketing), 1 deals with identifying a marketing occupational objective, and 5 deal with selling (conducting sales presentations, identifying various types of selling, and utilizing specialized selling techniques). (MN)

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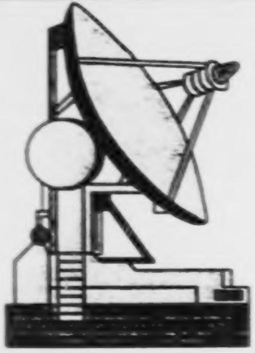
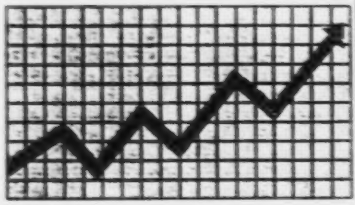


Performance Based Assessment and Instructional Activities in

Communication Arts for Marketing Education



Application Activities for:

Communications in Marketing, Employment and Advancement, and Selling

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June, 1998

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Acknowledgments

Advisory Committee

Cheryl Yung, Warrensburg Area Vocational School
Beth Deering, Waynesville Technical Academy
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Gaya Wallace, School of the Osage High School
Janell Allred, Clinton Area Vocational Technical School
Nancy Krider, Lake Area Vocational Technical School
Susan Pashia, Owensville High School
Wayne Smith, Parkway West High School
Nancy Dreisinger, Central Trust Bank, Jefferson City

Writer

Arlene M. Broeker, Consultant

Associate Editor

Arlene M. Broeker, Consultant

Marketing and Cooperative Education Staff
Department of Elementary and Secondary Education

Gene Reed, Director
Julie Lyman, Supervisor
Hattie Jenkins, Secretary

Marketing Education Faculty
University of Missouri-Columbia

Allen D. Truell, Project Director and Editor

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Introduction

Preface

The application activities developed for Performance Based Assessment and Instructional Activities in Communication Arts for Marketing Education include Communications in Marketing, Employment and Advancement, and Selling. The activities identify the Learner Outcome and Marketing Education Competencies addressed, and are cross-referenced to the Show-Me Standards related to knowledge (content) standards and performance (process) standards. Suggested steps for implementation of the activity and a suggested assessment are also provided with each activity.

The Show-Me Standards

The Outstanding Schools Act requires that the State Board of Education oversee the development of "not more than 75 academic performance standards." Developed over a period of two years with input from teachers, school officials, and citizens, the Show-Me Standards are the result of this mandate. There are 40 knowledge (content) standards that provide a solid foundation of knowledge in communication arts, fine arts, health and physical education, mathematics, science, and social studies.

Business and higher education communities have pointed out that, in general, students are graduating with some factual knowledge, but they are not skilled in abstract thinking, problem solving, and working cooperatively or collaboratively. Students need practice in integrating, applying and transferring what they are learning in one context or content area to new and different situations. To remedy this, the Missouri teachers who developed the Show-Me Standards proposed 33 performance (process) standards. These standards include important process skills that students should master in order to successfully gather, analyze, and apply information and ideas; communicate effectively within and beyond the classroom; recognize and solve problems; and make decisions and act as responsible members of society. (The Show-Me Standards are available from the Instructional Materials Laboratory, University of Missouri-Columbia, 10 London Hall, Columbia, MO 65211; 800/669-2465 or 573/882-2883; http://iml.coe.missouri.edu)

While intended to establish higher expectations for all of Missouri's students, the 73 Show-Me Standards do not represent everything a student should or will learn. Graduates who meet these standards, however, should be well-prepared for further education, work, and civic responsibilities.

The Department of Elementary and Secondary Education (DESE) believes that the preservation of local control is a hallmark of the Outstanding Schools Act. Local school districts have the authority, the ability, and the resources to develop rigorous and challenging curriculum that will prepare their students to be successful in the 21st century. The Department's role is to support districts in this endeavor, helping them carry out this task by offering technical assistance, professional development opportunities, and new technologies. Each school district must determine how its curriculum will be structured and which methods to use to implement that curriculum in the classroom. DESE's stance is based on the belief that local educators, parents, employers, and community leaders know best how to incorporate the Show-Me Standards into their districts' curricula to meet the needs of their students.

Show-Me Knowledge and Performance Standards in Marketing Education

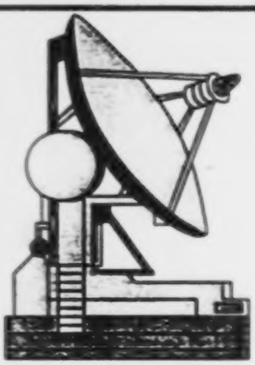
Gather, analyze, and apply information. Marketing research focuses on the systematic gathering, recording, and analyzing of data about questions, problems, and ideas related to marketing goods and services. Marketing research applies to all areas of marketing. The information obtained from research helps businesses plan their future products or services. Research also helps businesses keep track of marketing trends, consumer preferences, and competitive products or services. Marketing research plays a vital role in today's competitive, global marketplace. Students' ability to plan, carry out, analyze, and present research data in oral, written, and visual presentations will enhance their roles as workers, citizens, and consumers. Knowing about consumer behavior, societal pressures and changes and economic factors and trends focuses on the social studies and related fields.

Communication. A good marketer is a good communicator. A good marketer has learned the essentials of listening to customers, speaking to various groups, writing promotional materials, reading job-related information, observing human behavior, recognizing nonverbal cues for hidden meanings, and using communication technology to sell, inform, promote products or services, and enhance the image of the company and self. Practice in planning, creating, producing, and presenting marketing and sales promotions focuses on communication arts and the ways humans communicate and on the fine arts and the aesthetics that please the senses.

Problem-solving. The problem-solving approach in marketing is a logical process from definition of a problem to presentation of a sound, research-based finding. The ability to objectively conduct research and interpret data derives from the sciences. Additionally, marketers use mathematical functions to chart and interpret trends, graphically display sales income data, control inventory (including ordering and stocking), handle cash and credit transactions, and use appropriate technology to complete these functions.

Decision-making. The decision-making process in marketing plays a dual role: (1) The marketer uses a logical, objective process derived from mathematics, science, and social studies to arrive at a decision that might involve selling, promoting, or distributing a product or service, and (2) the marketer helps the buyer arrive at a purchasing decision based on a process also derived from mathematics, science, or social studies (e.g., problem recognition, information search and evaluation, personal likes and dislikes, and final purchase decision and evaluation). Communication arts and social studies are also involved in appealing to the consumer through the use of appropriate marketing strategies and knowledge of consumer behavior.

The health and physical education of individuals begins at youth and continues throughout adulthood. It is particularly important to students who enter marketing education or marketing occupations to pay attention to health and physical fitness. An alert, active, physically fit person can perform successfully at a higher level in all areas of marketing—from selling to distribution. The health and physical education of the student in marketing impacts in all areas of the knowledge and performance standards.



Performance Based Assessment and Instructional Activities in

Communication Arts for Marketing Education

Application Activities for:

Communications in Marketing

Facilitate Communications Among Employee, Management, and Customers

Activity 1

Marketing Education Competency

Learner Outcome

A1 Facilitate communications among employee, management, and customers

Competencies

A1g Conduct business and staff meetings and participate productively in meetings

Show-Me State Standards

Knowledge

CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

2.3 Exchange information, questions and ideas while recognizing the perspectives of others
3.1 Identify problems and define their scope and elements
3.6 Examine problems and proposed solutions from multiple perspectives

---

Objective

Given information on conducting a staff meeting and a scenario of employee related issues, each student will participate in staff meeting role play effectively.

Suggested Activity

Step 1. This activity involves students by having them role play a staff meeting. Several topics are suggested and information is given on the roles students will take. As a preparatory activity, Student Information Handout, "Role Playing a Department Meeting," pages 5-6, could be used to introduce students to the staff meeting environment. The role play activity is from the Marketing Education Assessment Guide (see References).

Step 2. The following topics have been suggested for discussion at a staff meeting to be conducted by members of your class.

- As a school/business partner, you have been asked to participate in a community "Walk-A-Thon" to benefit a national cause with strong ties to your community. Is this an activity you and co-workers would like to participate in? If you choose to participate, how will you present your recommendation to management? Will you ask management to support the efforts by supplying company T-shirts? Other ideas?

- Students from a local school will be visiting your workplace while on a field trip. Who will talk with the students? What information should be shared with students?

- A request has been made that the vending machines at your worksite be stocked with low-fat snacks. Does everyone agree with this request? How will you convey your decision (to other employees and to management)?

- A recommendation has been made to establish a "forum" for customers to evaluate services and express concerns. How will this forum be set up? Who will meet with customers (managers, workers, representatives from all levels)? How will you disseminate the information from the forums to other staff?

- Several complaints have been received about customers parking in spaces designated for the handicapped. How should this concern be directed so that the problem can be handled properly?

Step 3. Students (or instructor) select who will conduct and record minutes of the staff meeting. Roles for participants include:

- Group Leader—start the session, keep the discussion "on topic" until action is requested (participants reach consensus)

- "Second in Command"—assist the group leader, take over the meeting if the leader is unavailable

- Secretary—record notes or minutes of the meeting for the action taken on agenda items

Step 4. All students are expected to play an active role in the staff meeting by contributing to the discussion and expressing an opinion (to reach consensus).

Step 5. Students should recognize and respect the perspectives of others as ideas are shared during the meeting.

Step 6. The group should reach consensus on each topic before moving to the next topic.

Step 7. For additional information about staff meetings, see Student Information Handout "Conducting a Successful Staff Meeting" pages 7-9.

Instructional Option

Invite a business representative (perhaps a member of your advisory committee or cooperating employer) to serve in an advisory capacity during the role play activity. This individual could describe how staff meetings are held in his/her business and offer suggestions to facilitate communications among employee, management, and customers. The business representative could also describe how management interprets policies to employees and share information with the class.

Instructional Option

Students could research information for the "chain of command" which includes the staff involved in the meeting or the organization represented by the business representative. Students who are employed could use their workplace for the appropriate information to illustrate "chain of command." Based on the information, students could prepare an organization chart by drawing the illustration, or use appropriate software such as Microsoft PowerPoint to develop the chart.

References

Marketing Education Assessment Guide "Role Playing a Department Meeting" Human Relations in Marketing, Instructional Materials Laboratory, University of Missouri-Columbia, 1997, #80-0020-I pages 43-44.

Approximate time--One to two class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Facilitate Communications Among Employee, Management, and Customers

Name of student ______________________

CRITERIA	EXCELLENT 4 points	GOOD 3 points	AVERAGE 2 points	NEEDS IMPROVEMENT 1 point
Participates in role play of staff meeting	Actively contributes to discussion during meeting	Contributes only occasionally during meeting	Provides little input during meeting	Does not contribute to discussion during meeting
Explore suggestions from several perspectives	Actively participates in discussion by sharing suggestions from other points of view	Contributes occasionally to discussion while exploring suggestions from several perspectives	Expresses ideas from only one point of view	Does not contribute to discussion by exploring suggestions
Contributes to consensus	Actively participates in consensus process	Does not contribute with positive comments to the consensus process	Provides no input to consensus process	Does not participate in consensus process

______/12 points

Comments:

Student Information Handout

Role Playing a Department Meeting

Assume a role play in this department meeting. There is one supervisor and four employees who will be attending the department meeting. A partial script is provided below. Play your roles until your group comes to a solution. After the role play is completed, evaluate your group's effectiveness according to the human relations skills used, how the supervisor was able to "guide" the group to a solution, and the advantages and disadvantages of using a team approach to solving work problems. The role play should take no more than 10 minutes.

Scenario

Jonelle is responsible for customer service at a bank and has called her four employees together to try to figure out a way to stop the bottleneck at the tellers' stations during peak times and to avoid customer complaints. Below are some of the statements made during the meeting:

Jonelle: (opening remarks) You are all aware of the bottleneck problem we have. I've called this meeting to try to come up with a solution. I feel that this meeting can help bring us together as a team and help increase our job satisfaction by allowing the group to solve this problem. I'd like to ask each of you to suggest a possible solution. No idea is crazy. Who wants to go first? (After about what seems like 5 minutes, Martha, the informal group leader, interrupts the meeting.)

Martha: I've already given the best solution: hire another teller. There is no need to keep asking for ideas.

Jonelle: Martha, we're trying to come up with as many ideas as possible.

Martha: For what? I've got the good solution.

Jonelle: Let's continue thinking about ideas. Who will go next? (Martha looks around the group with an expression that says "be quiet." After 2-3 minutes, no one makes a suggestion, so Jonelle speaks.)

Jonelle: Let's analyze the alternatives we have in order to determine which is the best.

Martha: Mine is the best.

Will: Wait a minute, Martha, my idea is as good as yours or better: to open the Loan window during rush hours. Tell us why yours is so much better than anyone else's.

Gretchen: Now that Will has said his piece, I'd like to offer my suggestion: to bring someone from the bookkeeping section to help us during peak times.

Holly: Sounds good to me; I like Gretchen's idea.

Martha: I will tell you why my idea is so much better if everyone else will.

Jonelle: Wait a minute; these ideas are the group's, not just any one person's We want to work as a team. (Will and Martha continue to battle it out. Their two ideas seem to be the most popular. With the battle on, Jonelle knows the group will not agree to one solution.)

Continue playing your role to reach a group decision.

Student Information Handout

Conducting a Successful Staff Meeting

1. Successful meetings are the result of careful planning and management.

2. A formal meeting is a structured, planned meeting with a prepared agenda, such as an annual sales meeting, yearly conference, or convention.

3. An informal meeting is generally held on company premises and can be held regularly or called at the last minute.

4. Teleconferences are meetings that take place between groups of people in different places through the use of electronic communications, such as audio conferences and video conferences.

5. The process of planning for a meeting includes:

   - What is the purpose of the meeting?
   - How long will the meeting run?
   - Who should attend?
   - What equipment and aids will be needed?
   - Where should the meeting be held?
   - When is the best time to hold the meeting?

6. Notification of participants can be made by telephone, mail or by computer through the electronic mail system or network communication system.

7. An agenda is a list of all matters to be brought up at the meeting. Informal meeting agendas simply list the items to be discussed during the meeting. Formal meeting agendas detail times, events, speakers, and locations of events. A copy of the agenda with copies of all minutes, reports, and resolutions attached should be furnished to each participant.

8. The meeting room should be arranged and setup—depending on the number of people participating and the size of the room itself. Common room setups include:

   - Theater style: Suitable for large audiences; designed for lecture presentation and/or audiovisuals; speaker is visible, on raised platform

- Classroom style: Suitable for taking notes; works well with long, narrow room; attention directed to speaker

- Boardroom style: Good for small groups; communication facilitated; formal setting

- U-shape style: Allows speaker access to each participant; good for medium-size group; promotes interaction

- T-shape style: Good for panel discussion; accommodates small groups

- Roundtable style: Informal; prompts discussion; good for small group work

9. Minutes are an accurate recording in outline form of the actions that occurred in a meeting. For informal meetings, the minutes should be brief and simple. Formal meetings require more complex minutes. Some guidelines to follow are:

   - Get a copy of the agenda beforehand to familiarize yourself with terms

   - Take thorough notes

   - Record verbatim all resolutions, amendments, decisions, and conclusions

   - Write a draft and submit for review to the supervisor in charge of the meeting

   - Transcribe the minutes in final form, have the chairperson approve and sign the minutes before they are distributed

10. When putting formal minutes into final form use the following outline:

    - Name of group, place, date, and time of meeting

    - Listing of those present, identifying officers and other officials

    - Call to order; reading of minutes of pervious meeting and approval, corrections or amendments

    - Reports of officers an committees

    - Unfinished business; discussion, motions

    - New business and action taken

- Motions, including names of those involved in total motion, if amended, and names of those who second
- Date and location of next meeting
- Adjournment and time of adjournment
- Signature of secretary, and, if required, the chairperson

11. Follow-up activities after the meeting could include distribution of the minutes to proper individuals, collection of extra handouts or materials, and writing thank you letters to speakers, or participants.

Interpret Marketing Information

Activity 2

Marketing Education Competency

Learner Outcome

A2 Interpret marketing information

Competencies

A2b	Communicate orally or in writing the important information gained from reading and research
A2c	Interpret tables, graphs, and charts in order to gain marketing information relevant to a business

Show-Me State Standards

Knowledge

CA1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA4	Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA6	Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.8	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
2.1	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Review and revise communications to improve accuracy and clarity
2.6	Apply communication techniques to the job search and to the workplace
2.7	Use technological tools to exchange information and ideas

Objective

Given results of a fund raising project, each student will analyze the data and prepare written and oral reports to include the use of charts and graphs appropriately.

Suggested Activity

Step 1. Students should use the fundraising results for the past five years to interpret the information in charts and graphs. The information can be found on the Student Information Handout, page 13.

Step 2. Software including spreadsheet, database, and word processing programs should be utilized by students to analyze and present information.

Step 3. Students should prepare a presentation which includes an oral report with appropriate charts and graphs depicting the fundraising information. (See Sample Scoring Guide Answer Key, page 14, for sample graph.)

Step 4. Each student report should include a recommendation based on the analysis of information.

Step 5. Students should decide the method of presenting the information to the class in the most efficient, persuasive manner (depending on availability of computer hardware/software programs and other media.)

Step 6. If students are not familiar with the presentation software, the tutorial program would be an excellent resource to use to prepare students to make a presentation with bulleted items.

Instructional Option

This is an excellent opportunity for team teaching if the marketing instructor does not have access to computers with appropriate software for this activity. Team teaching could strengthen the activity if arrangements are made to bring an instructor with expertise in software programs to work with marketing students.

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Interpret Marketing Information

Name ______________________________

Scale: 4 = Excellent, 3 = Good, 2 = Average, 1 = Poor

Criteria:	
Graph	
⇔accurately presents data for two fundraising companies for the five years	4__3__2__1
⇔displays data in an appealing format	4__3__2__1
Oral presentation	
⇔reflects analysis of fundraising project	4__3__2__1
⇔predicts potential profits of fund-raiser	4__3__2__1
Text used in visuals is	
⇔concise	4__3__2__1
⇔accurate	4__3__2__1
Charts and graphs used in visuals	
⇔illustrate the data	4__3__2__1
⇔enhance the data	4__3__2__1
Content of presentation	
⇔reflects relevant marketing information	4__3__2__1
Written presentation	
⇔combines oral report/visuals	4__3__2__1
⇔includes appropriate recommendation	4__3__2__1

Earned _____ points/44

Comments:

Student Information Handout

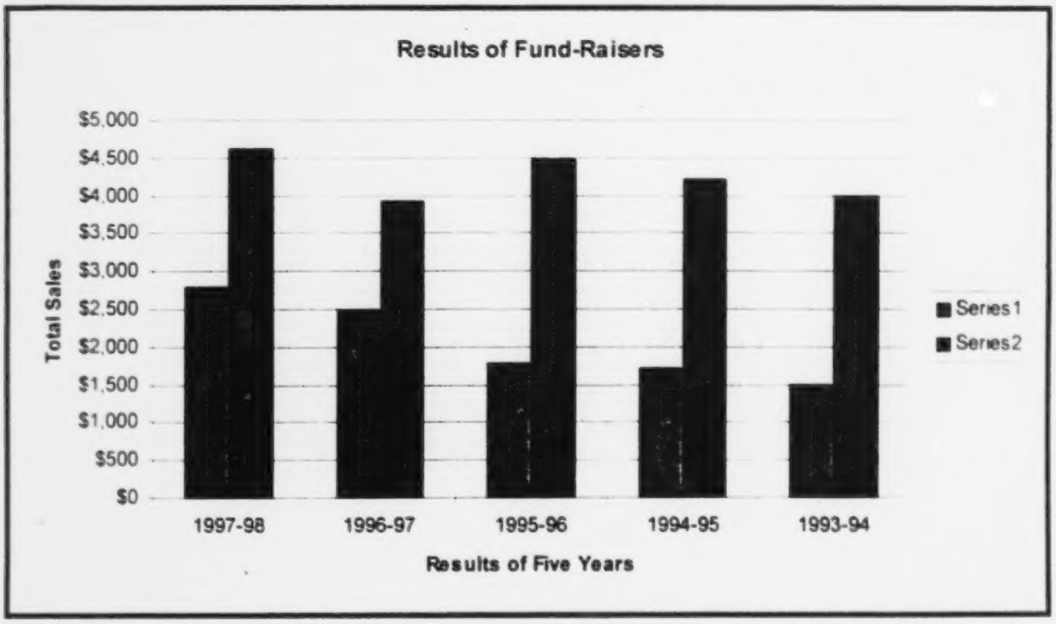
Information for Activity
Communicating Through Graphs and Charts

Results of Fund-raisers for the past five years:

	Specialty Sales	ABC Candies
1997-98	$2,800	$4,620
1996-97	$2,470	$3,920
1995-96	$1,790	$4,480
1994-95	$1,700	$4,200
1993-94	$1,500	$4,000

Sample Scoring Guide Answer Key

Sample Bar Graph



Interpret Marketing Information

Activity 3

Marketing Education Competency

Learner Outcome

A2 Interpret marketing information

Competencies

A2b Communicate orally or in writing the important information gained from reading and research

A2f Interpret business policies to customers/clients

Show-Me State Standards

Knowledge

CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.5 Comprehend and evaluate written, visual and oral presentations and works

2.6 Apply communication techniques to the job search and to the workplace

4.4 Recognize and practice honesty and integrity in academic work and in the workplace

Objective

Given information on how to handle customer returns and a merchandise return policy, each student will communicate that policy during a role play accurately.

Suggested Activity

Step 1. Engage students in a class discussion about store policy, specifically policies that affect the return or non-return of merchandise. Emphasize how important it is to know what the store policy states and how it is communicated to customers. Give students Student Information Handout, "Sample Return Policies," pages 18-19. Instructors may provide other such statements or examples of policies.

Step 2. With the class, review the information for handling objections/returns on Student Information Handout, "Suggestions for Handling Objections or Returns," pages 20-21.

Step 3. Students should review the return policy for E+ Electronics on page 22 for specific information for the activity then prepare to role play how they would communicate a return policy to a customer using the E+ Electronics policy as a guide.

Step 4. Remind students that the focus of this activity is on interpersonal communication skills and that people communicate by actions as well as by words. An excellent preparatory practice is suggested in "Additional Interpersonal Communication Skills Activity" and Specific Directions for "Workplace Charades," pages 23-24.

Step 5. Critique the role plays on the interpretation and application of the return policy as well as demonstration of verbal, nonverbal, and interpersonal skills.

Additional Interpersonal Communication Skills Activity

Students may or may not be aware of what they communicate by actions as well as by words. The "workplace charades" activity, pages 23-24, will illustrate the effects of nonverbal communication by demonstrating nonverbal action phrases and expressions.

References

Farese, Lois Schneider, Grady Kimbrell and Carl A. Woloszyk, Marketing Essentials, Second Edition, Glencoe Division, McGraw-Hill, Mission Hills, California, 1997

Ryan, Sarah and Claudia Tamassia, "Workplace Basics Learning Activities" Gamma Chi, Delta Pi Epsilon publication, 1992

Vargas, M. F., "Louder Than Words: An Introduction to Nonverbal Communication" The Iowa State University Press, Ames, Iowa, 1986

Approximate time—One to two class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Interpret Marketing Information

Name of student ____________________________

CRITERIA	COMMENDABLE 4 POINTS	ACCEPTABLE 2 POINTS	UNACCEPTABLE 0 POINTS
Accurately interprets the return policy	Demonstrates the ability to correctly interpret and communicate the return policy to customers	Demonstrates adequate interpretation and communication of the return policy to customers but improvement is needed	Does not demonstrate the ability to interpret and communicate the return policy to customers
Effectively demonstrates application of policy	Demonstrates integrity through proper application of return policy with customers		Demonstrates lack of integrity with application of return policy with customers
Effectively demonstrates verbal and nonverbal communication skills	Demonstrates proper verbal and nonverbal communication skills	Demonstrates adequate verbal and nonverbal communication skills but improvement is needed	Does not demonstrate verbal and nonverbal communication skills
Demonstrates effective interpersonal skills	Actively promotes effective group interaction and the expression of ideas and opinions that are sensitive to feelings and knowledge base of others	Participates in group interaction with prompting; expresses idea and opinions without considering the feelings and knowledge base of others	Does not participate in group interaction, even with prompting; expresses ideas and opinions that are insensitive to the feelings or knowledge base of others

_______ points/16

Comments:

Student Information Handout

Sample Return Policies

#1 SATISFACTION GUARANTEED

The company believes that it should give customers what they want; let them know they are appreciated. The company should:

- follow through with all promises
- make good on all mistakes
- don't make excuses—apologize

Simply stated, the policy means doing everything possible to please the customer. Repair, exchange or refund with a thank-you and a smile.

Statements taken from Wal-Mart Associate Handbook

Student Information Handout

Sample Return Policies

#2 BRINGING IT BACK

The return policy for "bringing it back" states:

1. General Policy: If the customer is not satisfied with the purchase, just return it with a valid receipt as well as any parts and accessories within 90 days and the company will issue a merchandise voucher, cash or credit to the customer's charge account. If the customer does not have a receipt and the product is still available, a merchandise voucher will be mailed within 10 days. For the customer's protection, identification will be required to issue any refund.
2. Electronics and Vacuums Policy: The customer can return items with a valid receipt, the original box, accessories and packing materials within 90 days for a refund or exchange. Refunds or exchanges will not be issued without a receipt.
3. Music/Movies/Video Games Policy: Customers who return these items with a valid receipt within 90 days in the original, unopened, factory-sealed packaging will be given a refund or even exchange. If an item has been opened, it can be exchanged for the exact item only.
4. Bike Return and Repair Policy: If a bike is returned with a receipt within 90 days the company will exchange it, return it, or have any warranty repairs completed free of charge by a professional repair company. If the customer does not have a receipt and the purchase was made more than 90 days ago, the repairs can be completed by a professional repair company for a fee.

Statements taken from Target Return Policy Flyer

Student Information Handout

Suggestions for Handling Objections or Returns

Marketing students should be prepared to handle objections as part of the selling process. The same strategy can be used when communicating with customers who are returning merchandise. The following are suggestions for handling objections or returns:

- Listen carefully

  To demonstrate sincere concern for your customer's objections or questions, follow three rules for effective listening:

  - Be attentive
  - Maintain eye contact
  - Let the customer talk

- Acknowledge the customer's objections/questions

  Acknowledging objections demonstrates that you understand and care about the customer's concerns. Some common statements used to acknowledge objections are "I can see your point" or "I've had other customers ask the same thing." These acknowledgments make a customer feel that his/her objections are understandable, valid, and worthy of further discussion.

- Restate the objections

  To be sure you understand the customer, you can restate his/her objections, such as

  - "I can understand your concerns. You feel that . . . Am I correct?"
  - "In other words, you feel that . . ."
  - "Let me see if I understand. You want to know more about . . ."

  Don't repeat the customer's concerns word for word. Instead, you should paraphrase the objections, or restate them in a different way. When paraphrasing, don't change the meaning or content of what your customer says.

- Answer the objections

  You should try to find a point of agreement with the customer by answering each objection. Then answer each objection tactfully, keeping in mind the customer's feelings.

In summary--to handle the return

The customer should be allowed to explain his/her reasons for returning the merchandise and the employee should listen attentively. The employee should then ask questions to uncover any facts that seem to be missing. If the item in question is defective, the employee should examine it in front of the customer. The employee should express regret for the inconvenience caused and reassure the customer that the store wishes to make a fair adjustment. The employee should take immediate action to see that the problem is resolved.

E+ Electronics

1234 Commerce Drive
Anytown, MO 65100

RETURN POLICY

Due to the variety of electronic equipment we sell, and, the devaluation of such equipment once used, it is our strict policy not to accept the return of any merchandise for credit unless:

- We shipped you an incorrect item and such item is unopened, in it's original packaging (including shrink-wrap when applicable). In this case we will reimburse you for shipping charges back to us and re-ship the correct item at no charge to you.
- The item is defective and such is reported to us within 24-hours of receipt of merchandise (failures after the 24-hour period will be covered by the manufacturer's warranty or our warranty; whichever applies). In this case we will reimburse you for return shipping charges and replace the item at no charge to you.
- You ordered the wrong item and notify us within 24-hours of receipt of merchandise. In this case return and credit MAY be possible depending on the item and whether or not we are able to return same to manufacturer for credit at our discretion. A re-stocking charge may apply. The customer is responsible for shipping charges to return the merchandise. The item must be un-opened, in it's original packaging (including shrink-wrap when applicable).

If any of the above applies, the customer should contact us immediately and request a RETURN AUTHORIZATION NUMBER. Packages and items returned to us without a RETURN AUTHORIZATION NUMBER will be refused and thus returned to the customer.

ANY EXCEPTIONS TO THE ABOVE POLICY ARE AT THE SOLE DISCRETION OF E+ ELECTRONICS AND AN EXCEPTION, IF ANY, SHALL NOT IMPLY FUTURE EXCEPTIONS UNLESS AUTHORIZED IN WRITING.

Specific Directions for "Workplace Charades"

Activity to Demonstrate Nonverbal Action Phrases and Expressions

1. The nonverbal action phrases and expressions should be separated and placed in an envelope

2. The class is divided into two teams and team captains selected.

3. Teams alternate turns having a team member draw a behavior (or expression) from an envelope and demonstrating the behavior (or expression) to his/her home team.

4. Team members try to guess the behavior (or expression) demonstrated.

5. Give two points to the home team for each correct guess. (Note—a time limit may need to be established.)

6. Opposing team has a chance to earn one point by allow the team captain to make only one guess if the home team cannot guess the behavior. (Team captain can discuss possible suggestions with the team, but must give only one guess.)

Listing of Nonverbal Action Phrases and Expressions

Action Phrases--Act as though you . . .

have no confidence

are liked by everyone

have a lot to do in a short amount of time

are nervous about the meeting

are late for an appointment (or work)

are interested in a conversation

have high self-esteem (self-confidence)

were up too late last night

think you are more important than others

have too much work to do

are reprimanding someone (or are disappointed in someone)

feel sorry for yourself

Expressions--Use facial expressions to show you are . . .

angry

happy

interested

nervous

tired

excited

worried

bored

skeptical (doubtful)

daydreaming

sympathetic

arrogant (think you are better than they are)

Interpret Marketing Information

Activity 4

Marketing Education Competency

Learner Outcome

A 2 Interpret marketing information

Competencies

A2a Read a variety of business communications and determine the relevant information

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA3 Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)

CA4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

Performance

1.5 Comprehend and evaluate written, visual and oral presentations and works

1.6 Discover and evaluate patterns and relationships in information, ideas and structures

---

Objective

Given information regarding monthly sales, each student will prepare a written report recommending changes in sales practices accurately.

Suggested Activity

Step 1. Students should use the monthly sales data in Student Information Handout, Monthly Sales Data, page 28, for analysis and discussion.

Step 2. Students should use the memo containing monthly sales data for analysis then prepare a report which includes recommendations for changes in sales practices.

- Analysis should focus on the months which do not represent a 5 percent increase in market percentage change: March, July, September, and possibly October.
- Recommendations might include special promotions for the months identified. A community promotion might bring customers into the store even if the weather is disagreeable (for example, a fashion show to benefit a local organization). A mid-summer "indoor sidewalk" sale could attract

customers during the month of July. For fall, a promotion for fall/winter back-to-school attire could utilize local students in an advertising promotion. Students could also recommend changes such as keeping the store open longer evening hours to accommodate customers. Encourage students to be creative with their suggestions.

Approximate time—One to two class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Interpret Marketing Information

Name of Student ______________________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

Report:

• Achieves the purpose				
• communicates appropriately to audience	4	3	2	1
• analyzes monthly sales data	4	3	2	1
• recommends changes in sales practices	4	3	2	1
• Content				
• conveys proper information (relevant facts)	4	3	2	1
• is clear (easy to understand)	4	3	2	1
• is complete (all necessary information included)	4	3	2	1
• is concise (gets to the point)	4	3	2	1
• is correct (information is accurate)	4	3	2	1

__________points/32

Comments:

Student Information Handout

INTEROFFICE MEMO

TO: Student/Employee
FROM: Sales Manager
DATE: Current
SUBJECT: Monthly Sales Data

The following information represents total sales for last year and the current year for Outfits, Inc., a local clothing store. The percentage change from the previous year points out the change in sales from last year to this year. Our company expects a 5 percent increase in sales for 8 of the 12 months. It should be pointed out that circumstances such as unusual weather conditions, unexpected delivery problems, and special promotions can affect sales.

Month	Last Year's Sales	This Year's Sales	Percentage of Change from Previous Year
January	$12,220	$12,890	+5
February	$16,160	$16,940	+5
March	$20,555	$19,280	-2
April	$21,100	$22,300	+6
May	$18,450	$19,460	+5
June	$20,050	$21,000	+5
July	$14,390	$12,450	-10
August	$19,350	$20,530	+6
September	$18,200	$18,450	+1
October	$16,660	$17,100	+4
November	$18,900	$19,820	+5
December	$25,100	$27,180	+8

Train Employees

Activity 5

Marketing Education Competency

Learner Outcome

A3 Train employees

Competencies

A3a Teach individual employees to perform job duties

Show-Me State Standards

Knowledge

CA1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA6	Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.8	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.3	Exchange information, questions and ideas while recognizing the perspectives of others
2.6	Apply communication techniques to the job search and to the workplace

---

Objective

Given a specific job duty, each student will teach another person to do that task effectively.

Suggested Activity

Step 1. Begin with a class discussion on "how new employees are trained on the job." Each student should be expected to share one experience from his/her worksite (if appropriate).

Step 2. Refer to Student Information Handout, Basic Steps in Training an Employee, page 32, for an effective training method. This can serve as a guide for preparing the activity as well as a checklist.

Step 3. Students should assume they are responsible for training a new employee. Each student should prepare written and oral directions for completing a job task. The training can be something as basic as how to make change.

Step 4. Each student will share with the class their directions for completing a job task. Suggest to students that they may need to clarify directions or elicit responses to questions such as "do you understand?"

Step 5. See Student Information Handout, Sample Script/Activity, page 33. Additional activities can be provided by the instructor or suggested by students.

References

Mason, Ralph E., Patricia Mink Rath, Steward W. Hustead, Richard L. Lynch, Marketing Practices and Principles, Fifth Edition, Glencoe /McGraw-Hill, Mission Hills, California, 1995

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide--Training a New Employee

Name ________________________________

Scale: 4 = Excellent, 3 = Good, 2 = Average, 1 = Needs Improvement

---

Prepare the learner

4___3___2___1 Put the learner at ease

4___3___2___1 State the specific task to be learned

4___3___2___1 Find out what the learner already knows about the task

Present the material

4___3___2___1 Present one major point at a time, and present the major points in the proper learning sequence

4___3___2___1 Stress special points

4___3___2___1 Present material slowly, and check that it has been understood

Try out tasks under supervision

4___3___2___1 Have the learner do the task

4___3___2___1 Ask appropriate questions to be sure that the learner understands the importance of the task

Check on learning

4___3___2___1 Put the learner on his/her own

4___3___2___1 Correct errors and reteach if necessary

Earned _____/40 points

Comments:

Student Information Handout

Basic Steps in Training an Employee

A suggested method of training people to complete specific job tasks includes the following:

1. Prepare the learner
    - Put the learner at ease
    - State the specific task to be learned
    - Find out what the learner already knows about the task
    - Develop a desire to learn
    - Place the learner in the correct position to learn
2. Present the material
    - Use a combination of methods
    - Present one major point at a time, and present the major points in the proper learning sequence
    - Stress special points
    - Present material slowly, and check that it has been understood
    - Limit the amount of material to be mastered at one time
3. Try out tasks under supervision
    - Have the learner do the task
    - Correct errors immediately
    - Ask the learner to repeat the task and explain major and special points
    - Ask appropriate questions to be sure that the learner understands the importance of the task
4. Check on learning
    - Put the learner on his/her own
    - Follow up at intervals to see that what the individual has learned is put into practice
    - Correct errors and reteach if necessary
    - Tell the learner specifically whom to ask for help

Student Information Handout

Sample Script/Activity for Training An Employee

Sample Script for Making Change/Counting Back Money to the Customer

Your purchase comes to $55.22. (Give the customer 3 pennies and say) $55.25, (give the customer 3 quarters and say) $55.50, $55.75, $56 (give the customer 4 one-dollar bills as you count them and say) $57, $58, $59 and $60. Thank you for shopping at Marketing Inc. We hope to be able to serve you again in the future.

Demonstration of Making Change/Counting Back Money to the Customer

This demonstration involves three students:

Student A:	conducts the demonstration; responsible for training an employee
Student B:	plays the role of the trainee; responsible for following the steps given in the training
Student C:	plays the role of the customer

The teacher may assign students from the class to play the roles of Student A (conducting the demonstration), Student B (trainee) and Student C (customer). Student A should demonstrate the procedure of how to complete the task—in this example, how to make change by counting back money to Student C (the customer). The student conducting the training first goes through the procedure as a demonstration. Then asks Student B (the student trainee) if he/she has any questions. Students B and C then role play the situation with the student trainee counting back money correctly to the student playing the role of the customer.

Others in the class may be asked to participate in the role play to determine if students can follow the instructions successfully.

Train Employees

Activity 6

Marketing Education Competency

Learner Outcome

A3 Train employees

Competencies

A3b Give oral presentations to groups of marketing personnel

Show-Me State Standards

Knowledge

CA1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA6	Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.8	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
1.10	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
2.1	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.3	Exchange information, questions and ideas while recognizing the perspectives of others
2.6	Apply communication techniques to the job search and to the workplace

---

Objective

Given information regarding employee expectations, each student will plan and conduct a new employee orientation precisely.

Suggested Activity

Step 1. Student will develop an orientation session for new employees.

Step 2. An option would be to conduct a survey of students and employers to identify what is included in a typical orientation for new employees. For Sample Orientation Checklist, see Student Information Handout, pages 37-38.

Step 3. Using the information provided, results of surveys or experiences shared by members of the class, students should develop an outline for an orientation including:

- What topics should be covered?

- Who should conduct the session?
- How is the employee's supervisor included in the orientation?
- What communication techniques should be used for an effective orientation for new employees?

Step 4. Each student should share his/her orientation program with the class in an oral presentation.

Enrichment Activity

A business representative or personnel manager could be invited to discuss orientation sessions they have conduct or observed. Students should have the opportunity to make suggestions on topics they would like to see included in an orientation for new employees when business representatives or personnel managers are in the class.

Approximate time--Four to six class sessions (or more depending on class size for presentations)

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Train Employees

Name of student ______________________________

Scale: 4 = Excellent, 3 = Good, 2 = Average, 1 = Needs Improvement

---

Orientation session presented by students:

Identifies topics to be covered	4__3__2__1
Suggests who should conduct the session	4__3__2__1
Describes how the supervisor is involved	4__3__2__1
Recommends communication techniques to be used	4__3__2__1
Oral presentation is effectively shared with the class	4__3__2__1

____ points/20

Comments:

Student Information Handout

Sample Checklist for Employee Orientation

An orientation session for new employees might include the following topics:

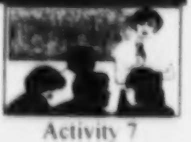
- Welcome/Basic Company History
- Dress Code
- Attendance
- Benefits
- Security Measures—how to check in/out
- Computer/Information Security
- Customer Satisfaction (Return Policy)
- Honesty
- Safety Rules
- Statement of Ethics
- Pay/Salary Increases
- Promotions
- Jargon—Terminology Used by the Company
- Harassment (Business Behavior)
- "Let Me Know"—Procedures for Feedback (Team Member Communication)

Student Information Handout

Sample Statement of Expectations for Employee Orientation

- Punctuality—employees are expected to report to work on time, neat and clean.
- Skills and Training—employees will be provided with training for the skills they will need to perform the job.
- Standards—employees should follow standard operational procedures so customers always receive exceptional quality and service.
- Teamwork—employees depend on teamwork to provide service to customers.

Use Oral Communications in Marketing


Activity 7

Marketing Education Competency

Learner Outcome

A4	Use oral communications in marketing

Competencies

A4c	Demonstrate effective telephone techniques and manner in a business situation

Show-Me State Standards

Knowledge

CA1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA6	Participating in formal and informal presentations and discussions of issues and ideas

Performance

2.3	Exchange information, questions and ideas while recognizing the perspectives of others
2.6	Apply communication techniques to the job search and to the workplace

Objective

Given a marketing scenario requiring the use of a telephone, each student will role play the conversation using telephone techniques properly.

Suggested Activity

Step 1. Introduce the activity by emphasizing the importance of developing proper telephone techniques. In today's business environment, top-notch telephone skills are critical to success. That success depends on sounding professional over the phone and using the telephone as a device for communication and persuasion. Some basic "telephone techniques" to share with students are on the Student Information Handout, pages 44-45.

Step 2. The sample script for role play, Student Information Handout, page 46, can be used by students to practice basic telephone techniques. This activity could be used to reinforce the points on the handout on pages 44-45 and prepare students for the remainder of the activity.

Step 3. Students should be divided into groups of two in order to complete the activity to role play the proper telephone techniques needed for various situations. Students should randomly select (or be assigned) an activity. Suggested activities for role play could include:

- ⇒ Your class is working on a unit on Entrepreneurship. You are to invite a local businessperson to be a guest speaker for your class.
- ⇒ Your Marketing Classes (or DECA Chapter) is participating in a school/community service project to improve the area surrounding your school. You are to call a local businessperson to ask for contributions to assist the funding for this service project.
- ⇒ Call a classmate to invite that student to participate in a school/community service project.
- ⇒ A customer calls complaining about a product purchased recently at a local retail store. You were the sales clerk who served that customer and he/she called you to file a complaint.
- ⇒ A customer calls and asks you to take an order.
- ⇒ Topics could be expanded to include areas of international business, customer service, travel arrangements, or voice mail.

Step 4. Groups should use class time to develop an outline or script for the role play activity. Once the outline or script is developed, students should practice to develop oral communication skills and perfect the role play assignment.

Step 5. Groups should role play the activity for the class. During the role play, accurate messages should be recorded by participants. Sample telephone message forms are available on page 43.

Instructional Option for Step 4

Rather than group role play, each student could call the instructor or a business person using one of the suggested scenarios or an assigned activity. Accurate messages should be recorded using the telephone message forms available on page 43. The instructor or business representative should provide evaluation/feedback orally and/or using the Scoring Guide, page 42.

Enrichment Activity

Video-tape students using the telephone to demonstrate appropriate language, style, tone and structure. Oral or written critique should follow if this is a culminating activity viewed by the class. This step could be used by groups to practice and evaluate their performance prior to role play for the class.

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Use Oral Communications in Marketing

Student ____________________________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

Project a good phone image by:

4___3___2___1 speaking clearly
4___3___2___1 avoiding slang and technical words
4___3___2___1 talking at a moderate pace
4___3___2___1 communicating in a courteous manner
4___3___2___1 listening attentively to callers and responding appropriately
4___3___2___1 using a pleasant, professional tone
4___3___2___1 maintaining a cheerful and positive disposition

Answer the telephone by:

4___3___2___1 identifying yourself
4___3___2___1 listening to the caller identification and reason for the call
4___3___2___1 Provide assistance—try to provide assistance to the caller

Use proper listening skills

4___3___2___1 listen attentively
4___3___2___1 ask clarifying questions

Take messages

4___3___2___1 information on the form is complete, including date, time
4___3___2___1 information is written legibly
4___3___2___1 verify the caller's name, company name, phone number by repeating back the information

_____ points/60

Comments:

To ______________________________

Date ______________ Time ______________

WHILE YOU WERE OUT

M ______________________________

of ______________________________

Phone ______________________________
Area Code Number Extension

TELEPHONED
CALLED TO SEE YOU
WANTS TO SEE YOU
RETURNED YOUR CALL

PLEASE CALL
WILL CALL AGAIN
URGENT

Message ______________________________

____

____

____

____

____
Operator

Student Information Handout

Basic Telephone Techniques

1. Projecting a good phone image

   - Speak clearly--speak distinctly, pronounce each word clearly and correctly, don't mumble, slur words or drop syllables
   - Avoid using slang and technical words the caller may not understand
   - Maintain a moderate pace when speaking—talk slowly enough to be understood
   - Be courteous—use phrases such as "please" "thank you for calling" to convey a feeling of friendliness and interest
   - Listen attentively to callers and respond verbally when appropriate to show you are paying attention
   - Use a pleasant, professional tone of voice to sound friendly and sincere
   - Be cheerful and positive

2. Answering the telephone

   - Identify yourself—begin with a pleasant greeting then identify your company and yourself
   - Listen carefully as the caller identifies himself/herself and the reason for the call

3. Providing assistance

   - Try to provide assistance to callers
   - Be careful not to divulge information which is confidential, private, or not intended for public knowledge
   - If you cannot handle the request for information, transfer to someone who can provide appropriate assistance

4. Listening skills

   - Listen for feedback—to learn what the caller thinks and feels, to confirm meanings, and to reduce misunderstandings
   - Ask clarifying questions to prevent problems of misinterpretation
   - Take notes which highlight the major points being made
   - Listen to have a conversational approach—so the caller will perceive your conversation as natural and friendly

5. Taking messages

- Use a form to record the information, even if the caller indicates they will call back
- Include both the time and date
- Write legibly
- Verify the caller's name, company name, and phone number by repeating back the information
- Include as much information as possible to help the caller return the call. Attach to the message slip any material (files, invoices) that may be helpful in answering the call
- Deliver the message promptly

Sample Script to Practice Telephone Techniques

The role play involves Sam, who works in the clothing department of a local retail store and Bob, a customer who calls in to place an order.

Sam: Good morning, Clothes and Company. This is Sam. May I help you?"

Bob: Hello, this is Bob Collins. I'm calling about the Levi's advertised in the flyer in the local newspaper this past Sunday.

Sam: Thanks for calling our store, Bob, how can I help you?

Bob: The ad states that the price for all Levi's 550 jeans is $27.99 but I was in your store earlier today and the price marked was marked $31.99. I didn't have time to ask for help because I had to meet my ride. Can you tell me the correct price?

Sam: I'll try to be of help, Bob. I'm checking the ad from Sunday's paper and you are right, the price advertised is $27.99. If you'll hold, I'll go check the price marked on the jeans on the shelf. (pause) Bob, the Levi's 565 jeans are marked $31.99 but the 550 jeans which you asked about are marked $27.99. I just straightened that shelf of merchandise this afternoon and found some of the jeans in the wrong stack. Perhaps that explains the price you saw. Can I be of help in placing an order?

Bob: Sure, I'd like to order two pair, size 36/36. Could you hold them for me? I'll be in Friday to pick them up.

Sam: We'll be glad to take care of that order for you, Bob. Let me get the correct information. Could I have your address and phone number in case we need to contact you?

Bob: I live a 242 South Water Street and my phone number is 805-2269.

Sam: Your address is 242 South Water Street, phone 805-2269, and your order is for two pair Levi 550 jeans size 36/36; you'll pick the order up Friday.

Bob: That's correct. Thanks for your help.

Sam: You're welcome. Good-bye

Use Oral Communications in Marketing

Activity 8

Marketing Education Competency

Learner Outcome

A4 Use oral communications in marketing

Competencies

A4d Use nonverbal communication to help convey feelings

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.3 Exchange information, questions and ideas while recognizing the perspectives of others

2.6 Apply communication techniques to the job search and to the workplace

Objective

Given information regarding nonverbal communication, each student will critique his/her own use of nonverbal communication during a videotaped interview accurately.

Suggested Activity

Step 1. The focus of this activity is to demonstrate how attitudes are communicated through nonverbal behaviors such as facial expression, eye contact, posture, gestures, territory (use of space), clothing, and behavior in general.

Step 2. The lesson should begin with review of the Scoring Guide which will be used to observe nonverbal communication. Discussion of the criteria on the Scoring Guide, page 49, will alert students to the nonverbal communication skills which will be observed, and which ultimately will be evaluated during job interviews. Emphasis should be placed on the positive aspects of this activity which is to use nonverbal communication skills to one's advantage during a job interview.

Step 3. Body language and meanings are explained in the Student Information Handout, Understanding Nonverbal Communication, page 51. This information could be used for class discussion in preparation for the interview activity.

Step 4. Students will conduct a mock interview on video tape. Students (or the instructor) can play the role of the interviewer or a professional outside the classroom can be asked to conduct the interviews. A professional who routinely conduct interviews can add a realistic dimension to the activity and provide positive feedback at the conclusion of the activity. This is an excellent activity to utilize resources such as a Business/Education Partnership. The Scoring Guide is suggested for the videotaped mock interview activity for self-evaluation and/or peer evaluation as well as evaluative feedback.

Step 5. Body language could be studied if the tape is played without sound. Students could then focus on the nonverbal skills and evaluate the interview with sound. As a result, students can compare what they perceived with what they actually heard. This process will make students aware of the impact of nonverbal behavior on receivers of those messages. By becoming aware of the messages they may be sending, students will have an opportunity to use such nonverbal dimensions as territory, space, clothing, posture, voice quality, and eye contact to work for them rather than against them.

Approximate time—Two to four class sessions

Assessment—Suggested Scoring Guide on the following pages

Scoring Guide—Use Oral Communications in Marketing

Name of person observed____________________________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

CRITERIA	EXCELLENT 4 PTS	GOOD 3 PTS	AVERAGE 2 PTS	NEEDS IMPROVEMENT 1 PT
Facial Expression	Smiled frequently, remained alert	Smiled occasionally but looked distracted	Expressionless	Unfriendly
Eye Contact	Used good eye contact	Maintained eye contact most of the time	Made eye contact but also looked in other directions	Did not establish eye contact during interview
Posture	Sat in the chair comfortably, leaning forward slightly to denote interest	Sat back with legs crossed	Appeared nervous by moving and repositioning in chair frequently	Slouched in chair
Gestures	Purposeful	Appropriate number	Very few	Too many, distracting

____________points/16

Comments:

Supplemental Feedback Form For

Use Oral Communications in Marketing

Respond to the following:

Was the body language appropriate for this person's professional image?

Was the choice of clothing appropriate for the marketing position the student is interviewing for?

Did the student use territory or space appropriately by not sitting or standing too close or too far away from the interviewer? (Point out that in some cultures, this is a very sensitive issue.)

Which nonverbal techniques used by this person would be appropriate for a position in marketing?

Additional comments:

Student Information Handout

Understanding Nonverbal Communication

Observing body language is a key way to learn about a person. Body language is the physical movements and position of the body that communicate thoughts. People sometimes say one thing verbally and another through body language. Body language is often the more accurate indicator of the person's thoughts and feelings. By observing people in many different situations, you can learn to read body language. The following are examples of body language and meaning.

Body Language	Meaning
Facial Expression Pleasant, smiling expression	Positive outlook
Eye Contact Maintains eye contact during the conversation	Individual is communicating openly, honestly
Posture Lean slightly forward and non in agreement with the speaker	Paying attention
Standing with arms folded	Individual is establishing his/her space and saying "don't come too close"
Standing with hands on hips	Individual is establishing his/her authority and saying "I'm in charge"
Standing with good posture	Individual is self-confident
Gestures Making a fist	Anger
A pointing gesture	Emphasizes a point to indicate a focus or draws attention
Hands open, palms up	Accepting, open to conversation

Use Written Communications in Marketing

Activity 9

Marketing Education Competency

Learner Outcome

A5 Use written communications in marketing

Competencies

A5e Demonstrate computer literacy in use of word processing, spreadsheets, and data management

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

Performance

1.8 Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.2 Review and revise communications to improve accuracy and clarity

2.6 Apply communication techniques to the job search and to the workplace

2.7 Use technological tools to exchange information and ideas

Objective

Given information on employee weekly sales and instruction on the use of various software applications, each student will prepare a report on that information including a spreadsheet accurately.

Suggested Activity

Step 1. Students should use the Employee Weekly Sales Data on the Student Information Handout, page 55 for analysis and discussion

Step 2. Students should use the Employee Weekly Sales Data on page 55 to prepare a report which includes a spreadsheet.

Step 3. Students should be encouraged to interpret the data in the spreadsheet in the form of a graph which best illustrates the information.

Step 4. Students should use available software including word processing, spreadsheet, database, and presentation programs to display the information in the most attractive, efficient, and persuasive manner.

Step 5. If students are not familiar with the software to be used for the activity, the tutorial programs would be an excellent resource.

Suggestion for Implementation

This is an excellent opportunity for team teaching if the marketing instructor does not have access to computers with appropriate software for this activity. Team teaching could strengthen the activity if arrangements are made to bring an instructor with expertise in software programs to work with marketing students.

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Use Written Communications in Marketing

Name of Student ______________________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

Report:

• Achieves the purpose				
communicates appropriately to audience	4	3	2	1
includes spreadsheet which accurately displays employee weekly sales	4	3	2	1
• Content				
conveys proper information (relevant facts)	4	3	2	1
is clear (easy to understand)	4	3	2	1
is complete (all necessary information included)	4	3	2	1
is concise (gets to the point)	4	3	2	1
is correct (information is accurate)	4	3	2	1

_________/28 points

Comments:

Student Information Handout

Employee Weekly Sales Data

	Sales/Week 1	Sales/Week 2	Sales/Week 3	Sales/Week 4
Steven Green	$1,877	$2,964	$2,690	$2,530
Tom Oates	$2,020	$2,150	$3,200	$3,010
Agnes Brown	$2,100	$1,960	$2,844	$2,950
Yen Cheng	$2,436	$2,241	$1,754	$1,990
DeLois Jackson	$2,844	$2,044	$2,240	$3,150

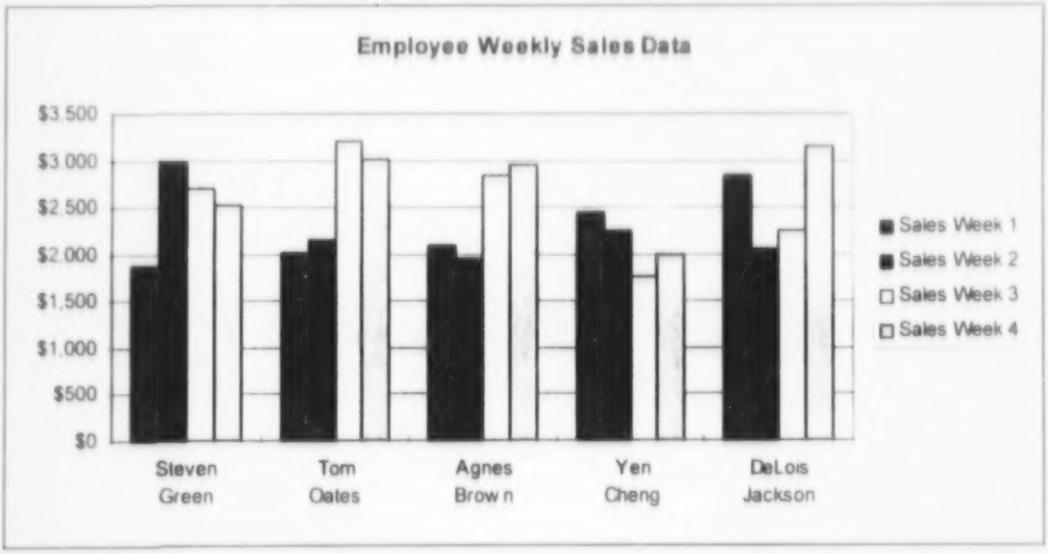
Sample Scoring Guide Answer Key

Sample Spreadsheet

Employee Weekly Sales Data

	Sales Week 1	Sales Week 2	Sales Week 3	Sales Week 4
Steven Green	$1,877	$2,964	$2,690	$2,530
Tom Oates	$2,020	$2,150	$3,200	$3,010
Agnes Brown	$2,100	$1,960	$2,844	$2,950
Yen Cheng	$2,436	$2,241	$1,754	$1,990
DeLois Jackson	$2,844	$2,044	$2,240	$3,150

Sample Graph Depicting Spreadsheet Data



Use Written Communications in Marketing

Activity 10

Marketing Education Competency

Learner Outcome

A5 Use written communications in marketing

Competencies

A5a Read and understand written communications

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

Performance

1.5 Comprehend and evaluate written, visual and oral presentations and works

1.8 Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

2.2 Review and revise communications to improve accuracy and clarity

2.3 Exchange information, questions and ideas while recognizing the perspectives of others

3.7 Evaluate the extent to which a strategy addresses the problem

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Objective

Given a series of questionable marketing practice scenarios, each student will interpret and apply the sample Code of Ethics.

Suggested Activity

Step 1. Students should discuss the sample Code of Ethics on Student Information Handout, pages 60-61, and be prepared to interpret and apply the statements.

Step 2. Students should discuss the scenarios on Student Information Handout, page 62. For each situation, students should refer to the sample Code of Ethics and interpret how the code applies to the specific example.

⇒ Each student should be prepared to respond to the scenario by analyzing the behavior that may be morally difficult and interpret the sample Code of Ethics to identify how the code applies.

⇒ Each student should be prepared to propose a solution to guide ethical behavior by applying the sample Code of Ethics.

Step 3. Each student should be prepared to share interpretation and application of Code of Ethics orally with the class.

Approximate time—One class session

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Use Written Communications in Marketing

Name of Student ____________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

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4 3 2 1 Student interprets sample code of ethics

4 3 2 1 Student analyzes/identifies the behavior that may be morally difficult

4 3 2 1 Student interprets how the code applies to the example cited

4 3 2 1 Student proposes a solution to guide ethical behavior by applying the sample Code of Ethics

4 3 2 1 Student shares interpretation and application of Code of Ethics orally

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_____ points/20

Comments:

Student Information Handout

Sample Code of Ethics

A sample Code of Ethics for Marketing might include the following:

1. Responsibilities of the Marketer— professional conduct must be guided by:
    - The basic rule of professional ethics—not knowingly to do harm
    - Follow all applicable laws and regulations
    - Represent one's education, training, experience accurately
2. Honesty and Fairness
    - Being honest in serving consumers, clients, employees, suppliers, distributors and the public
    - Expecting to pay and/or receive the usual, customary and/or legal compensation for marketing exchanges
3. In the area of product development and management:
    - Disclosure of all substantial risks associated with product or service usage
    - Identification of any product component substitution that might materially change the product or impact on the buyer's purchase decision
    - Identification of extra-cost added features
4. In the area of promotions:
    - Avoid false and misleading advertising
    - Reject high pressure manipulations or misleading sales tactics
    - Avoid sales promotions that use deception or manipulation
5. In the area of distribution:
    - Not manipulating the availability of a product for purpose of exploitation
    - Not using coercion in the marketing channel

- Not exerting undue influence over the resellers' choice to handle a product

6. In the area of pricing:

- Not engaging in price fixing
- Not practicing predatory pricing
- Disclosing the full price associated with any purchase

Student Information Handout

Scenarios for Code of Ethics

A. You are taking an employment test for a supermarket. The test has several questions related to honesty. Sample questions are: (a) Have you ever cheated on a test in school? If a cashier gave you back too much money, would you keep the extra change? Have you ever taken anything from a store that you didn't pay for? Your friend took the test but did not get the job. She said it was because she answered the questions honestly; she answered yes to all three. Suppose you could answer yes to one or more of the questions. What will you do?

B. You and your best friend work in a fast-food restaurant. Whenever the supervisor leaves for any reason, your friend usually pours himself a soft drink and stands around. He knows he won't get caught. What, if anything, should you do about it?

C. You work in a shoe store where all employees are paid a 6 percent commission on all sales. A customer of one of your co-workers returned $168 in merchandise for a refund (representing $10.08 in commission). The co-worker (who is not currently at work) asked you to "forget" to put his employee number on any merchandise returns. What will you do?

D. Your boss asks you to help make the final decision for an ad campaign for jeans. One is a soft-sell, features-oriented information campaign. The other (preferred by the sales staff) is a presentation including a print ad with a suggestive photo and copy which sounds very misleading. Which will you recommend?

E. You learn that an employee has discovered a way to access the file for all salary/payroll information and bragged about his/her ability to break into any file in the company. What, if anything, should you do about it?

F. You have spent a great deal of time (including overtime hours) developing a marketing presentation for the company. While other employees have contributed to the project, most of the work was left for you to develop. The presentation is now in final form but you find that a co-worker copied the file to a disk and has taken credit for the work. There is a bonus involved for the worker who comes up with the winning presentation. What will you do?

G. You observe a member of your sales team making misleading statements to a prospective customer and following with promises which cannot be delivered by your company. What will you do?

Use Written Communications in Marketing

Activity 11

Marketing Education Competency

Learner Outcome

A5	Use written communications in marketing

Competencies

A5a	Read and understand written communications
A5d	Use proper grammar and vocabulary
A5f	Practice proper etiquette for electronic communications

Show-Me State Standards

Knowledge

CA1	Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA3	Reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)
CA4	Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)

Performance

1.5	Comprehend and evaluate written, visual and oral presentations and works
1.8	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
2.2	Review and revise communications to improve accuracy and clarity
2.6	Apply communication techniques to the job search and to the workplace
2.7	Use technological tools to exchange information and ideas

Objective

Given information on e-mail etiquette and school policy, each student will compose and send an e-mail message to his/her teacher that reflects these guidelines accurately.

Suggested Activity

Step 1. Introduce the activity with a discussion of e-mail policies, including the following topics:

- Do most organizations have a policy regarding e-mail?
- Who has the rights to your e-mail within the company? (Answer—the company)

- How is the policy communicated to employees? (Suggestions—post the policy in a common area for employees, post the policy on the e-mail system, include the policy in the employee manual/handbook)

Step 2. Share the following as examples of company e-mail policy:

- The company owns all communication sent, received, and stored and there is no such thing as e-mail privacy.
- There shall be no non-job-related use of the e-mail system.
- The company may monitor employee use of the e-mail system.

Step 3. Use Student Information Handout, Sample School E-mail Policy, page 67, as a guide.

Step 4. For specific guidelines covering e-mail messages, see Student Information Handout, Guidelines for Communicating by E-mail, pages 68-69.

Step 5. Students should develop an appropriate e-mail message to communicate their understanding of e-mail policy. The e-mail could be addressed to a classmate or the instructor. If possible, the message should be sent to a business representative who would respond by e-mail with appropriate feedback about the communication.

Enrichment Activity #1

Students could bring statements or "tips" on issues of " communication with e-mail" to class. Tips could come from users of e-mail or written sources of information (such as office manuals or periodicals.) Tips could address issues of privacy or "netiquette." Tips could be shared orally with the class and/or developed as a bulletin board. The tips could be keyed using appropriate word processing software into a document or newsletter which would then be duplicated and shared with other marketing students or those who use e-mail as part of their work experience.

Enrichment Activity #2

If marketing students are familiar with the communication technique of e-mail and have access to the necessary hardware and software, the following activity could reinforce this communication skill. Students should brainstorm to develop a list of questions about potential marketing positions available in the area. Questions could include skill requirements, level of education required, possibility for advancement, how to apply, etc. Once students have developed the list of questions to ask, they should prepare to send an e-mail message to local businesses. Each students should be responsible for at least one e-mail communication. When responses are received, students should print the communication and post information on the board, or prepare a list of marketing positions and share with others in the class. This realistic activity will give students hands-on practice using e-mail and result in a list of marketing positions available for students.

Approximate time—Two to three class sessions

Assessment—Suggested Evaluation Guide on the following page

Evaluation Guide—Use Written Communications in Marketing

Name ______________________________

CRITERIA	COMMENDBLE 4 POINTS	ACCEPTABLE 2 POINTS	UNACCEPTABLE 0 POINTS
FORMAT	E-mail message is in appropriate format	Format is acceptable but could be improved	Format is unacceptable for e-mail message
CONTENT	Perfect, no errors	Minor errors occur but message can still be interpreted	Major errors occur that distract the reader, message cannot be understood
E-MAIL FOLLOWS SCHOOL POLICIES	School policies are strictly observed	Minor infractions occur but policies generally follow school policies	E-mail violates school policies
E-MAIL FOLLOWS GENERAL GUIDELINES FOR COMMUNICATING	General guidelines for communicating are strictly observed	Minor infractions occur but e-mail generally follows general guidelines for communicating	E-mail violates general guidelines for communicating
E-MAIL MESSAGE FOLLOWS GENERAL GUIDELINES	General guidelines for e-mail message are strictly observed	Minor infractions occur but message generally follows general guidelines	E-mail message violates general guidelines

Student earned ________/20 points

Comments:

Sample School E-mail Policy

The following might appear on an E-mail request form for students, faculty and staff to use. Applicants might be asked to submit name and identification number on the form. In addition, applicants may be asked to sign a statement such as the following:

> I understand that the use of campus Electronic Mail is a privilege and I agree to abide by the Electronic Mail fair use policies as stated below. I know that infractions of these policies will lead to a discontinuation of my e-mail account.

Electronic Mail Fair Use Policies: In order to maintain Electronic Mail Service (e-mail) on campus, the following policies have been adopted.

1. All users of e-mail will abide by these policies or be barred from participating in e-mail services.
2. E-mail shall be used only for purposes that are a part of the published Mission Statement of the School. These uses are for research, education, or the support of academic pursuits.
3. E-mail may not be used for commercial activities except in direct support of the Missions of the School.
4. The "Postmaster" shall make every reasonable attempt to deliver e-mail to the proper destination in a timely fashion.
5. Computer Services Department shall maintain on-line disk storage for e-mail. Storage is not guaranteed for e-mail that is more than one week old.
6. The privacy of e-mail will be preserved as much as possible; however, the "Postmaster" reserves the right to view mail when necessary for proper delivery.
7. Any harassment via e-mail will be grounds for the removal of e-mail privilege.

Adapted from A Guide to E-mail at Lincoln University

Student Information Handout

Guidelines for Communicating by E-mail

Communicating by e-mail is no different from writing on company letterhead. A business communication is business! A certain degree of formality is required. The basic rule of "Netiquette" is to have and to show consideration for the other party. The following are suggested guidelines:

1. Originating e-mail

   - When originating e-mail, say where you obtained the e-mail address of the person to whom you are writing
   - Always put something in the subject box
   - Messages that arrive with no indication of source and no Subject are likely to be treated as "junk mail"

2. E-mail heads and Signatures

   - You can create an e-mail letterhead for formal proposals, contracts, etc., but keep it brief (3 lines or less).
   - Proper use would be to identify that the message is from your company rather than your personal communication
   - Create a short and concise signature for consistency. Include your e-mail address in case the signature is separated from the banner

3. Example of format

To: hisco.com
From: Jane Doe (jdoe@marketing.com)
Subject: Sales Proposal

MARKETING INC.

Message
Message
Message

Jane Doe (jdoe@marketing.com)

Visit our web page at http://www.mktg.com/

4. The message

- In communication, the message should be brief but complete and clear
- When replying to an e-mail message, get to the point and give complete and clear information
- Refrain from using symbols such as "smiley faces" or slang in the e-mail message. Remember—it is a business communication

5. For additional information on e-mail "Netiquette" and International consideration, use the following URL's

http://www.wp.com/fredfish/Netiq.html

http://www.webfoot.com/advice/email/top.html

Student Information Handout

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3. Example of format

To: hisco.com
From: Jane Doe (jdoe@marketing.com)
Subject: Sales Proposal

MARKETING INC.

Message
Message
Message

Jane Doe (jdoe@marketing.com)

Visit our web page at http://www.mktg.com/

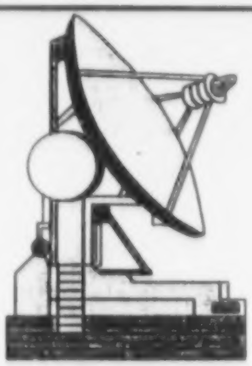
4. The message

- In communication, the message should be brief but complete and clear
- When replying to an e-mail message, get to the point and give complete and clear information
- Refrain from using symbols such as "smiley faces" or slang in the e-mail message. Remember—it is a business communication

5. For additional information on e-mail "Netiquette" and International consideration, use the following URL's

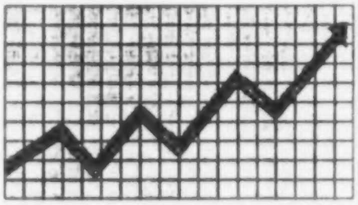
http://www.wp.com/fredfish/Netiq.html

http://www.webfoot.com/advice/email/top.html



Performance Based Assessment and Instructional Activities in

Communication Arts for Marketing Education



Application Activity for:

Employment and Advancement

Identify a Marketing Occupational Objective

Activity 12

Marketing Education Competency

Learner Outcome

C3 Identify a marketing occupational objective

Competencies

C3d Identify a tentative marketing occupational interest

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
CA4 Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)
CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.4 Use technological tools and other resources to locate, select and organize information
1.10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
4.1 Explain reasoning and identify information used to support decisions
4.8 Explore, prepare for and seek educational and job opportunities

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Objective

Given information regarding marketing occupations and the results of an interest inventory assessment, each student will describe in a written report the characteristics of an appropriate marketing career.

Suggested Activity

Step 1. Have students prepare a list of occupational interests. If students have not completed an "Interest Inventory" one could be administered by the school's counseling staff.

⇒ In lieu of a formal testing process, an informal "Interest Inventory Checklist" could be used. To evaluate student interests, have them write down the things they like to do. Include interests such as leisure activities, school activities, and sports and social activities. If the list is short, suggest that students list some new activities to explore. Students should also list favorite classes in school—arranging them in the order of which classes they like best.

⇒ An interest survey such as *World of Work Career Interest Survey,* includes a list of activities and students decide how much they would like doing each of them. Students score their own survey to learn which career areas they would find most interesting. The *World of Work Career Interest Survey* is available from CTB/McGraw-Hill. For information call (800) 538-9547.

Step 2. For a partial list of Marketing and Sales Occupations, see Student Information Handout, page 74, for a complete list of career options, investigate *CHOICES* software or a comparable source (see References).

Step 3. Student Information Handout, Marketing Occupational Areas, page 75, suggests marketing occupations arranged by areas or categories of jobs. Using this guide for discussion will help students narrow their interests and make it easier to find information about the career area they wish to pursue.

Step 4. Analyze marketing positions by having students identify the specific tasks performed and skill requirements for marketing occupations. The analysis should include

⇒ Job title

⇒ Description of the occupation

⇒ Education requirements

⇒ Experience requirements including specific skills (if appropriate)

⇒ Salary range

⇒ Optional information to include in the report includes

  ⇒ location of jobs (state, nation, international)

  ⇒ growth rate/outlook for the occupation

Step 5. Sources might include classified ads, employment and government agencies, *MO-View, Career Pathways, CHOICES, Occupational Outlook Handbook,* and selected sites on the Internet, such as: *www.careermosaic.com*

Another source of information for the state is Missouri WORKS! which has links to The Department of Labor and Industrial Relations and America's Talent Bank: *http://www.works.state.mo.us/*

Other specific on-line sources can be provided by the instructor.

Step 6. Students will share information through oral reports with the class. In addition to the Scoring Guide, the following Checklist will assist students with the preparation of reports.

✓ Checklist for Matching Student Interests with Marketing Occupational Interests

___ Have the important points of the message been selected and included in the report?
___ Has the student effectively used the information collected in the report?
___ Is the message directed to the appropriate audience?
___ Is the message structured effectively?
___ Is the message organized to best fit the situation?
___ Does the message meet the intended purpose?
___ Has the proper format been used?
___ Is the message free of errors?

Enrichment Activity #1

Employers are seeking individuals who can think critically, analyze and evaluate information, and write effectively. Since written communication skills are essential for marketing occupations, it is important to develop that skill. A written report summarizing this activity could be added to the student's portfolio.

Enrichment Activity #2

Interview people in marketing occupations about the duties they perform as part of their jobs and their interests. Ask how their interests influenced the decisions they made about career choices. Information from interviews should be shared orally with the class. In the oral report, students should specifically address how the individual interviewed linked their interests to the occupation in marketing.

References

Farese, Lois Schneider, Grady Kimbrell and Carl A. Woloszyk, Marketing Essentials, Second Edition, Glencoe Division, McGraw-Hill, Mission Hills, California, 1997
CHOICES available from ISM-Careerware, 175 B State Street, P.O. Box 129, Clayton, NY 13624

Approximate time--Two to four class sessions.

Assessment—Suggested Scoring Guide on the following page

Scoring Guide--Identify a Marketing Occupational Objective

Name ____

CRITERIA	Excellent 3 points	Satisfactory 2 points	Inadequate 1 point
Student completes inventory of interests	Interest inventory is complete with specific interests identified	Interest inventory is compiled but does not identify specific interests	Interest inventory is incomplete; does not identify specific interests
Student identifies marketing career to match/investigate	Specific marketing career is identified for investigation	Marketing areas are identified but no specific marketing career is named	Marketing career is not identified
Report includes specific job title	Specific job title is stated in the report	Marketing career is suggested but no specific title is stated	No specific marketing job title is identified
Report includes description of occupation	Description of marketing occupation gives adequate details	Description of marketing occupation is vague and does not provide sufficient details	Description of marketing occupation does not provide necessary information
Report includes education requirements of the occupation	Education requirements of the occupation are clearly stated	Education requirements do not provide sufficient details	Education requirements are not identified
Report includes experience requirements including appropriate specific skills required	Experience requirements are given in clear detail	Experience requirements do not provide sufficient details	Experience requirements are not identified
Report includes the salary range	Salary range is clearly stated	Salary is mentioned but specific range is not identified	Salary range is not identified

________ points/21

Comments:

Student Information Handout

BUSINESS, MANAGEMENT, & TECHNOLOGY CAREER CLUSTERS

Marketing and Sales Occupations

- Advertising Account Executive
- Convention Service Sales
- Assistant or Senior Merchandiser
- Marketing Director
- Sales Manager
- Event Coordinator/Special Events Manager
- Advertising Director
- Travel Coordinator
- International Marketing Specialist
- Public Relations Manager
- Strategic Planning and Research Manager

Executive, Administrative, and Managerial Occupations

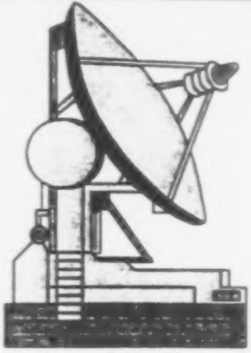
- Administrative Services Manager
- College and University Administrator
- Food Services Manager
- Hotel/Motel Manager
- Human Resources Manager
- Loan Specialist
- Office Manager
- Personnel and Training Specialist
- Labor Relations Specialist
- Account Executive
- School Principal
- Property and Real Estate Manager
- Sales Manager
- Technical Training Coordinator

Student Information Handout

Marketing Occupational Areas

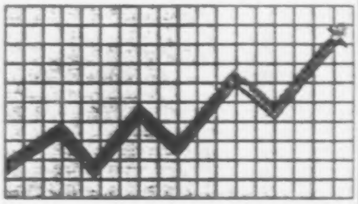
The occupational areas within the field of marketing include:

1. *Advertising and visual merchandising.* Jobs include copywriters, production assistants, and display specialists.
2. *Apparel and accessories marketing.* Jobs include manufacturer's showroom salespeople, stock clerks, and apparel retail buyers.
3. *Finance and credit services.* Jobs include bank tellers, financial planners, bookkeepers, and financial controllers.
4. *Food marketing.* Jobs include produce managers at supermarkets, food brokers, and dispatchers of supermarket chains' fleet of trucks.
5. *General merchandise retailing* Jobs include stock handlers and store salespeople.
6. *Transportation and travel marketing.* Jobs include travel agents, car rental agents, flight attendants, and airline ticket sellers.
7. *Restaurant marketing.* Jobs include fast-food and full service restaurant areas such as a chef, area manager for a national chain of fast-food service.
8. *Entrepreneurship.* Jobs include those who set up and operate a business and individuals must be good planners, money managers and marketers.
9. *Vehicle and petroleum marketing.* Jobs include positions in tire shops, car dealerships and service stations.
10. *Hospitality and recreation marketing.* Jobs include hotel desk clerks and fitness club managers.
11. *General marketing.* Jobs include marketing assistants and marketing researchers.
12. *Sales.* Jobs include telemarketers and manufacturer's sales representatives.



Performance Based Assessment and
Instructional Activities in

Communication Arts for Marketing Education



Application Activities for:

Selling

Conduct a Sales Presentation

Activity 13

Marketing Education Competency

Learner Outcome

H1 Plan a sales presentation

Competencies

H1c Plan a smooth, natural, and interesting sales presentation

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

1.10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.3 Exchange information, questions and ideas while recognizing the perspectives of others,

2.6 Apply communication techniques to the job search and to the workplace

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Objective

Given information regarding a product or service, each student will plan and execute a sales presentation effectively.

Suggested Activity

Step 1. The Student Information Handout, The Steps of a Sale, pages 79-80, could be used as an teaching tool for beginning students, or a review sheet for students who have already learned the sales process. Instructors may have additional materials to use for this step in the activity.

Step 2. Students should be given the product information to analyze and use for the presentation. Student Information Handout, Product/Service Information for Activity, pages 81 and 82, gives a suggested scenario for a product and service to use for this activity. The instructor may choose other product/service information to use for the activity.

Step 3. Remind students that a function of marketing communications is to create an environment conducive to sales.

Step 4. The sales presentation should be planned to demonstrate a strategy for the product. The sales presentation should include appropriate visuals, charts and graphs.

References

Mason, Ralph E., Patricia Mink Rath, Steward W. Hustead, Richard L. Lynch, Marketing Practices and Principles, Fifth Edition, Glencoe /McGraw-Hill, Mission Hills, California, 1995

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Plan and Execute a Sales Presentation

Name ______________________________

Scale: 4—Excellent, 3—Good, 2—Adequate, 1—Improvement needed

☐ 4	☐ 3	☐ 2	☐ 1	Identified ways of finding potential customers
☐ 4	☐ 3	☐ 2	☐ 1	Gathered and analyzed information about the prospect
☐ 4	☐ 3	☐ 2	☐ 1	Identified how to interest the customer and gain an interview
☐ 4	☐ 3	☐ 2	☐ 1	Planned a smooth, natural, and interesting sales presentation
☐ 4	☐ 3	☐ 2	☐ 1	Planned for customer's participation
☐ 4	☐ 3	☐ 2	☐ 1	Handled questions and objections appropriately
☐ 4	☐ 3	☐ 2	☐ 1	Closed the sale with a positive agreement to buy
☐ 4	☐ 3	☐ 2	☐ 1	Ended the sales presentation appropriately
☐ 4	☐ 3	☐ 2	☐ 1	Demonstrated attempt to maintain good customer relations
☐ 4	☐ 3	☐ 2	☐ 1	Presentation includes appropriate visual aids

_____/40 points

Comments:

Student Information Handout

The Steps of a Sale

Most sales presentations follow a sequence of steps. Each step presents its own challenges and requires specific techniques. The steps include:

1. *Prospecting*—process of finding potential customers who could benefit from and buy a good or service.
    - The endless chain method—the salesperson gets the names of prospects from customers who have already made purchases.
    - The cold canvass approach—salespeople make as many calls as possible without checking them out beforehand.
2. *The preapproach*—gathering and analyzing information about the prospect and using it to construct the sales presentation.
3. *The approach*—the way the salesperson enlists the prospect's willingness to hear more about a product is the approach. The approach is made to gain an interview and make the sales presentation.
4. *The sales presentation*—the salesperson demonstrates or explains the product and attempts to build a desire for ownership within the prospect. An effective sales presentation includes a visual and verbal sales story where the salesperson involves the prospect in the presentation and then concludes the presentation.
5. *Handling questions and objections*—learning why the customer is reluctant to buy, providing information to remove that uncertainty, and helping the customer make a satisfying buying decision. An objection is a honest difference between the customer and the salesperson. Objections tell the salesperson that the prospect is listening and interested in the product. They give the salesperson a chance to judge how near the prospect is to committing to the sale.
6. *Closing the sale*—getting the customer's positive agreement to buy.
7. *The departure and follow-up*—the salesperson should thank the customer and leave when the sale is completed. Before leaving, the salesperson should give the customer assurance of rapid delivery, dependable service, and whatever else was promised. The salesperson should show appreciation for the

prospect's time and attention even if a sale was not made. A salesperson should maintain good customer relations for future calls by treating the customer as a continuing source of business. The salesperson should conclude the sale and deliver the goods and services as promised. Follow-up includes and examination of the sales presentation to determine the reasons for success or failure.

Student Information Handout

Product/Service Information for Activity

Product information for Nylon Luggage Set

Product Features:

1. All pieces constructed of heavy nylon fabric.
2. Large luggage and duffels contain foam padding.
3. Each bag has rust-proof zippers, high-impact plastic buckles, and indestructible straps.
4. Has rubber feet on large luggage.
5. Every bag has an adjustable shoulder strap.
6. All luggage has leather luggage tags.

Customer Benefits:

1. Fabric is long-wearing and will not tear or scratch.
2. Padding gives shape to bags and protects the contents.
3. Fasteners keep bags securely closed and contents safe, even under repeated use.
4. May slide luggage along floor without undue wear.
5. Strap makes carrying easier.
6. Tags permit rapid personal identification; bags remain in owner's possession.

Student Information Handout

Product/Service Information for Activity

Service information for The Telephone EZ Calling Card Plan

Service Features:

1. One low rate a minute anytime, anywhere in the U.S on long distance calls
2. Compare the following:

	The Telephone EZY Calling Card Plan	XYZ Calling One	Phone Sense
Service charge per call	$0	$.99	$.30
Cost per minute	$.25	$.40	$.30

Customer Benefits:

1. No gimmicks
2. No hidden charges
3. Just a $1.00 monthly fee
4. You get one low rate a minute on U.S. long distance calls when you make the call yourself by dialing 1-800-TELE-EZY

Conduct a Sales Presentation

Activity 14

Marketing Education Competency

Learner Outcome

H2 Conduct a sales presentation

Competencies

H2h Follow-up to service the sale

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

Performance

1.10 Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.3 Exchange information, questions and ideas while recognizing the perspectives of others

2.6 Apply communication techniques to the job search and to the workplace

Objective

Given a sales scenario, each student will conduct a follow-up sales presentation effectively.

Suggested Activity

Step 1. Students should read and discuss the material given on Student Information Handout, Follow-up to the Sale, pages 86-87.

Step 2. Students should use the scenarios on Student Information Handout, Sample Sales Scenario, pages 88-89, to practice the follow-up to a sale. Students can work in groups to take the role of the salesperson and customer.

References

Mason, Ralph E., Patricia Mink Rath, Steward W. Husted, and Richard L. Lynch, Marketing Practices and Principles, Fifth Edition, Glencoe/McGraw-Hill, Mission Hills, California, 1995

Approximate time--One to two class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Conduct a Sales Presentation

Name of student ____

Scale: 5 = Excellent 4 = Superior 3 = Adequate
2 = Improvement Needed 1 = Inferior

---

5 4 3 2 1 Follow-up expresses appreciation for the purchase

5 4 3 2 1 Follow up includes checking on customer satisfaction

5 4 3 2 1 Follow up includes maintaining customer information

5 4 3 2 1 Follow-up utilizes an appropriate method

_______points/20

Comments:

Follow-up to the Sale

Customer follow-up has two major objectives:

- ⇒ Express appreciation for the purchase
- ⇒ Enhance the relationship established during the sale (determine if the customer is satisfied with the purchase

There are four typical follow-up methods:

- ⇒ Personal visit—allows face-to-face communication
  - ◊ when you take the time to make a personal visit, the customer knows you care
  - ◊ use the personal follow-up to keep the customer informed of new developments, new products, or new applications
- ⇒ Telephone—provides a quick and efficient way to follow up a sale
  - ◊ a thank-you card or letter followed with a thank-you call increases the effectiveness of the communication
  - ◊ the call allows for a two-way exchange of information
- ⇒ Letter or Card—offers an inexpensive, convenient form of customer follow-up
  - ◊ letters and cards can be used to thank the customer for the order and promise continued service
  - ◊ formal letters on company stationery or special thank-you cards can be used
  - ◊ a business card can be enclosed with written communication
  - ◊ letters and cards should reflect a personal touch to facilitate customer satisfaction (avoid mass produced cards/letters)
- ⇒ Call Report—form which serves as a communications guide with persons who can assist with customer service
  - ◊ format is simple, usually with four/five spaces

    - ◊ solves the problem of communication between the company personnel and customer
    - ◊ businesslike and gets the desired action
    - ◊ you can customize your follow-up program to meet the needs of the customer
    - ◊ facilitates follow-up procedures
    - ◊ communicates with all involved in the sale

- ⇒ The follow-up to the sale can include:
    - ◊ making arrangements to follow through on all promises made during the sales
    - ◊ checking on customer satisfaction with the purchase
    - ◊ call the shipping department to confirm the promised delivery date
    - ◊ check to make sure that delivery occurs as promised
    - ◊ call the customer and explain the delay if there is a problem
    - ◊ call back to the customer if promised (make that notation on your calendar)
    - ◊ phone the customer a week or two after the purchase to see if he/she is happy with it

Follow-up also can include:

- ⇒ using the time immediately after the sale to plan for your next encounter with the customer
- ⇒ take notes on your conversation with the customer (keep in a file for future reference
- ⇒ note a customer's preference in color, style, and size, as well as the person's address and telephone number (retail sales)
- ⇒ record personal information on the buyer's family situation and/or hobbies to assist with future sales visits (industrial selling)
- ⇒ record changes in buying patterns that may lead to future sales

Student Information Handout

Sample Sales Scenario

You are an industrial salesperson who recently sold a student/computer desk to John Jones. You are aware of these product features:

1. The desks are constructed so that there are no sharp edges on the desks to cause injury or damage clothing.
2. The desks are made of the best grade of Southern pine and should last for years.
3. The desk tops have a vinyl coating to protect them against stains and scratches.
4. Each desk has a large, book-storage compartment so that the desk top need not be cluttered with books that are not in use.
5. All desks can be washed with soap and water, making upkeep easy and inexpensive.

The customer is a student who purchased the desk to use while in high school but plans to move it when he continues education in college next fall. You should conduct an appropriate follow-up presentation.

Student Information Handout

Sample Sales Scenario

You are salesperson working in a shoe store at a local mall. You waited on a customer, Tim Waverly, who was very particular about the running shoe he purchased. You are aware of these product features:

1. The non-absorbent synthetic leather overlays makes them long-wearing and attractive.
2. The non-stretch webbing support lacing system provides support.
3. Low-profile midsole with large-volume heel air-sole unit provides optimum cushioning and comfort.
4. The protective fabric web forefoot midsole and outsole laminate offer stone bruise protection.
5. The shoes are available in colors which blend with many outfits.

You discussed many of the benefits of this product with Tim when purchased the shoes yesterday. Today you recognize Tim as he walks into your store; conduct an appropriate follow-up presentation.

Identify Various Types of Selling

Activity 15

Marketing Education Competency

Learner Outcome

H3 Identify various types of selling

Competencies

H3d Process telephone orders

Show-Me State Standards

Knowledge

CA6 Participating in formal and informal presentations and discussions of issues and ideas

Performance

2.3 Exchange information, questions and ides while recognizing the perspectives of others

2.6 Apply communication techniques to the job search and to the workplace

---

Objective

Given step-by-step information on telephone order processing, each student will role-play the telephone order process effectively.

Suggested Activity

Step 1. Students can be introduced to the importance of developing listening skills through the use of Student Information Handout—Listening Skills, pages 94-95.

Step 2. The brief activities described in Student Information Handout—Activities to Develop Listening Skills, page 96, can be used for students as an introduction to listening skills or reinforcement for developing listening skills.

Step 3. Students should practice listening skills by working in groups to role play processing telephone orders. If available, telephones could be used for the role play activity.

Step 4. Order processing can be facilitated if students will follow the structure suggested in Student Information Handout—Steps for Processing Telephone Orders, page 97.

Step 5. A situation for role play can be found on Student Information Handout, page 98.

Step 6. As part of the role play activity, telephone message forms should be filled out correctly and completely by the student to demonstrate good listening skills. Form shown on page 93.

Enrichment Activity

Discuss the proper procedures for placing an international call, how to begin the conversation and how to end the conversation. This is a project that could involve members of the international community. In some cultures, beginning a telephone call with a cordial greeting, such as "Good Morning" or "Good Afternoon," is important. In other cultures, greetings such as "Hi" and "Hello" are considered casual and inappropriate. It is also important to check time zones and holidays before placing international calls. When placing a telephone order, the student should be prepared to give the name and business title of the person calling as well as the purpose of the call. The student should be prepared to leave a clear, concise message that does not include slang expressions which may be misinterpreted. Knowing how to say an appropriate greeting as well as "please" and "thank you" in the native language will undoubtedly get the attention of the other party.

References

Pekas, Mary D., Basic Telemarketing Skills for Sales and Service Productivity, Paradigm Publishing International, 1990, pages 21-39.

Roach, Terry D. and Joseph Arn, "Communication in Marketing Education" Business Education Forum, November, 1990, pages 22-24.

"Teaching Diversity and Civility, Part 2" Instructional Strategies, An Applied Research Series, Delta Pi Epsilon, Volume 13, Number 2, June, 1997.

Approximate time--One to two class sessions (Selected activities could be used at different times, it is not necessary to complete the entire assignment in a class session.)

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Identifying Various Types of Selling

Name of student ______________________________

Scale: 4 = Excellent 3 = Good 2 = Average 1 = Poor

Student opens the conversation by				
• Identifying self and company or department	4	3	2	1
• Getting the name of the other person, correct pronunciation	4	3	2	1
Student demonstrates good listening skills by				
• Verifying information (repeat back or ask to spell)	4	3	2	1
• Responding courteously	4	3	2	1
• Asking appropriate questions	4	3	2	1
• Ending the conversation appropriately	4	3	2	1
Student completes the message form				
• Completely	4	3	2	1
• Accurately	4	3	2	1

Student earned _____/32 points

Comments:

To ______________________________

Date ______________ Time ______________

WHILE YOU WERE OUT

M ______________________________

of ______________________________

Phone ______________________________
Area Code Number Extension

☐ TELEPHONED
☐ CALLED TO SEE YOU
☐ WANTS TO SEE YOU
☐ RETURNED YOUR CALL

☐ PLEASE CALL
☐ WILL CALL AGAIN
☐ URGENT

Message ______________________________

____

____

____

____

____
Operator

Student Information Handout

Listing Skills

1. Listening can be identified as a four-part process composed of reception, attention, perception, and retention. Reception is the actual physical hearing that takes place in the listening process; attention is focusing the mind on listening; perception is interpreting and absorbing the message; and retention is the storage and retrieval of the information.

2. It will help students to recognize the three types of listening—casual, attentive, and empathetic. Casual listening occurs when watching television or listening to the radio. Attentive listening requires that the individual analyze the information, remember the content, and question the speaker. Empathetic listening is an attempt to understand fully the speaker's views, values, attitudes, emotions, and feelings. This is often referred to as active listening.

3. There are a variety of barriers to effective listening. These problems negatively affect the listening process. For each of the following problems, a suggested solution is presented.

    - Deficiency in concentration—rather than daydream during "lag team" listeners should use the time to summarize the presented material, anticipate the speaker's conclusion, predict the main idea, separate the primary facts, and draw a possible conclusion.

    - Distractions—including room temperature, humidity, environmental noise, and workspace arrangement, can be barriers; recognize that they do exist and try to minimize their effect.

    - Inadequate vocabulary—when listeners do not understand the terminology the speaker is using, listen for the speaker's views, values, attitudes, emotions and feelings to enhance listening.

    - Individual biases—disagreement with the speaker's views can result in listeners discounting all information, jumping to conclusions, or dismissing what is viewed as nonessential information; try to be objective and keep an open mind while listening to the message.

    - Emotions—such as fear, anger, anxiety, and distrust can interfere with the listening process; listeners should try not to become emotionally involved.

- Disinterest—listeners tend to ignore information that does not interest them; listeners should strive to gain from the presentation new, creative information which can be useful in specific areas of interest.
- Verbal and nonverbal cues—important components of the message such as voice speed, pitch, variety, quality, and volume are factors which will add meaning to the message if the listener will utilize these cues.
- Hesitancy to ask questions—If listeners have difficulty in understanding the speaker's views, they may refrain from asking questions that would enhance understanding; listeners should ask questions that are needed for clarification.
- Lack of training—people who do not listen effectively because they have never been taught to do so can benefit from instruction and practice.

Student Information Handout

Activities to Develop Listening Skills

1. Learning one another's names is a common first-day activity and it can serve as a powerful listening activity. Have students introduce themselves and mention their place of employment and favorite food. Be sure to inform students that their final goal is to name from memory the first and last name, and favorite food, of all students. The activity can be repeated with variations.

2. By using a variety of activities, the instructor can teach students how to listen effectively. The Student Information Handout provides information for teaching and developing better listening skills.

3. Alerting students that you are going to describe a case problem that they must solve sets the stage for active listening. Describing a situation that students will discuss focuses their listening on specifics. Asking one student to repeat a statement or answer a student's questions helps increase listening by all class members. For example, in a fashion merchandising class John correctly defines the difference between a fad and a trend. The teacher should respond, "Good, John, that is correct. Now, Mary, to reinforce our learning, please repeat those definitions for us."

4. Special listening exercises can be built without difficulty into the marketing classroom activities. An example is reporting what has been heard on a television newscast (citing a report related to marketing). Play a videotaped newscast and ask students specific questions about what they have seen and heard. Teams can be established and scores kept to create a competitive atmosphere.

5. An activity called "I Heard You Saying" helps students understand the complexities of effective listening and encourages communication feedback. The teacher should select and begin a discussion about a controversial issue or a new innovative marketing technique. The only rule is that before anyone can respond to a comment, he or she must state to the previous speaker's satisfaction what the speaker has just been saying. Observers can be appointed to give the participants feedback on their listening skills.

Student Information Handout

Steps for Processing Telephone Orders

- Opening

  The opening covers the first few sentences of the conversation

  - identify yourself and the company or department
  - get the name of the person you are talking to, including the correct pronunciation

- Fact Finding

  Fact finding is the process of determining specific information to be shared and questions to ask about the product or service

  - asking questions demonstrates interest
  - questions allow the other party to do some of the talking and builds trust and confidence
  - questions help you maintain positive control of the conversation

- Closing/Ending

  The closing/ending allows the participants to review details of the conversation and ask questions to clarify any necessary details

  - verify if any further action is required on your part
  - close the call by repeating back any details of the conversation about the product or service
  - end the conversation on a positive note with courtesy by saying "Good-bye"

- Record Management

  Records provide information on calls made and action taken. If the telephone message form is used, be sure all information is provided accurately

Student Information Handout

Situation for Role Play Activities

The student is working in the camera department at a retail store. A customer calls to order a supply of 35 millimeter film for a trip and additional batteries for the camera. The employee tells the caller that the store is temporarily out of the specific film requested, but that a shipment is expected the following day and he/she will call when the film arrives.

Identify Various Types of Selling

Activity 16

Marketing Education Competency

Learner Outcome

H3 Identify various types of selling

Competencies

H3b Identify sales-related occupations

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

Performance

2.3 Exchange information, questions and ideas while recognizing the perspectives of others

2.6 Apply communication techniques to the job search and to the workplace

---

Objective

Given information regarding various types of selling, each student will describe the abilities, knowledge, and skills required of a selected sales occupation in both written and oral reports accurately.

Suggested Activity

Step 1. Students list various selling occupations they have identified as career choices or areas of interest.

Step 2. Students are given the Student Information Handout, Information About Careers in Selling, pages 102-105.

Step 3. Students research a career by using a variety of techniques, such as observations, surveys, and personal interviews. Students should be encouraged to utilize the Internet in their research.

Step 4. The URL's for information included with this activity are:

- Information about Careers in Marketing
  http://www.stetson.edu/departments/market/career.html
- Specific information regarding Marketing Careers
  http://www.usc.edu/dept/sba/academics/marketing/careers.html

- An excellent source of information for the state is Missouri WORKS! which has links to The Department of Labor and Industrial Relations and America's Talent Bank.
  http://www.works.state.mo.us/
- Other specific on-line sources can be provided by the instructor.

Step 5. Students should be encouraged to be futuristic in their research; for example, in marketing communications functions with titles such as advertising manager and public relations manager may be phased out and replaced with newer positions with responsibilities that address integrated marketing communications and state of the art communication technology.

Step 6. The report on the selected marketing occupation should include a description of the occupation, career opportunities, entry level positions, personal qualities, and academic preparation. Additional data could be researched including job availability and salary range.

Step 7. Students should produce a report in a format appropriate for the subject and intended audience. Consideration should be given to all possible methods of delivery for the report including oral, written, use of visuals, an electronic presentation with charts, graphs and/or handouts.

Step 8. Students should receive feedback from the instructor and other members of the class using the Scoring Guide.

Approximate time--Two to four class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Identifying Various Types of Selling

Name ______________________________

CRITERIA	Excellent 3 points	Satisfactory 2 points	Inadequate 1 point
STUDENT LISTS CAREER CHOICES IN SELLING	List of career choices is complete with specific interests identified	List of career choices is compiled but does not identify specific interests	List of career choices is incomplete; does not identify specific interests
REPORT INCLUDES SPECIFIC JOB TITLE	Specific job title is stated in the report	Marketing career is suggested but no specific title is stated	No specific marketing job title is identified
REPORT INCLUDES DESCRIPTION OF OCCUPATION	Description of selling occupation gives adequate details	Description of selling occupation is vague and does not provide sufficient details	Description of selling occupation does not provide necessary information
REPORT INCLUDES CAREER OPPORTUNITIES	Career opportunities are clearly stated	Career opportunities are identified but do not provide sufficient details	Career opportunities are not identified
REPORT INCLUDES ENTRY LEVEL POSITIONS	Entry level positions are clearly stated	Entry level positions are identified but do not provide sufficient details	Entry level positions are not identified
REPORT INCLUDES PERSONAL QUALITIES REQUIRED	Personal qualities are described in clear detail	Personal qualities are listed but do not provide sufficient details	Personal qualities are not identified
REPORT INCLUDES ACADEMIC PREPARATION	Academic preparation required is clearly stated	Academic preparation is mentioned but specific range is not identified	Academic preparation range is not identified
FORMAT OF REPORT	Report is in appropriate format	Format is acceptable but could be improved	Format is unacceptable for report

________ points/24

Comments:

Student Information Handout

Information About Careers in Selling

Sales and Sales Management*

Description

Sales personnel deal with the market directly and personally.

Career Opportunities

Sales and sales management opportunities exist in a wide range of profit and nonprofit organizations, and in product and service organizations, including financial, insurance, consulting, and government. Industrial and commercial sales and sales management offer increasingly challenging and rewarding opportunities commonly involving systems selling and requiring broad management and technical training.

The wide range of product and market opportunities and variety of interpersonal situations faced by sales personnel indicate the need for carefully matching one's background, interests, technical skills and academic training with available career opportunities in sales and sales management.

Entry Level Positions

Trade Sales—are positions with manufacturers or wholesalers representing those products to wholesalers or retailers. The sales representative has a specified number of accounts within a designated geographic area his the task is to visit the wholesaler or retailer, provide information about new products, close sales, expedite orders, and mediate complaints.

Missionary Sales—are manufacturer's representatives who call upon retailers or decision makers to attempt to influence them to use the manufacturer's products. The missionary has a specified number of accounts in a given geographic area and this is an excellent introduction to sales work because it does not require that the representative actually close the sale.

Technical Selling—is similar to trade selling except that the representative contacts other businesses which use the product which the salesperson represents. The products are more technical in nature therefore require a certain knowledge and aptitude to be effective.

New Business Selling—the salesperson does not have specified accounts or territories but is responsible for developing new business wherever possible.

Other types of sales jobs—include retail sales, delivery routes, and handling customer orders by telephone.

Personal Qualities Required

Personal selling involves persuasive two-way communication with potential buyers. The salesperson must know the products he/she represents as well as competing products. The salesperson must be able to understand the buyer's wants and desires and match these with the organization's products. It also helps to be highly motivated and well-organized because selling requires individual initiative.

Academic Preparation

Students should begin with introductory marketing management courses. A sales management course is recommended as well as a marketing strategy course. Those interested in marketing to consumers, or marketing consumer goods to the trade, will want to take consumer behavior and advertising. Other useful courses are those that provide human insight such as psychology, sociology, economics, anthropology, etc. Analytical courses such as cost accounting, computer science, and statistical analysis are helpful. Courses that aid in communications—speech, drama, and creative writing are valuable. There are also courses related to a student's special interest such as language courses for those interested in international marketing; engineering or physical science for those interested in technical selling, etc.

Business-to-Business Marketing*

Description

Industrial marketing involves the planning, sale, and service of products used for commercial or business purposes. These may include familiar products like office supplies or complex products such as computer systems, machine tools, etc. Industrial marketing requires the ability to understand the customers requirements and to propose the purchase of the product that best fits the customer's needs.

Career Opportunities

There are many industrial marketing positions with leading companies available. Students should be prepared to search out job opportunities locally as well as nationally. Many careers include international opportunities.

Entry Level Positions

The following are some of the most common entry level positions:

- Sales representative
- Market research administrator
- Product manager
- Pricing administrator
- Product administrator
- Assistant marketing manager
- Sales administrator
- Assistant sales manager

Personal Qualities Required

Students entering this career must be able to maintain and enhance an on-going business relationship. The requirements for a successful career in industrial marketing are that a person be energetic, self-motivated, and interested in the products and customers who buy the products. Good basic work habits, the ability to acquire product and industry knowledge, and human relations skills are important.

Academic Preparation

Many jobs in industrial and commercial marketing require broad knowledge rather than specific or narrow technical knowledge. A good foundation in marketing fundamentals is essential. A course in Industrial Marketing and a course in Marketing Strategy are very helpful in that they provide the knowledge and background that will enable the student to become proficient in an industrial marketing position. There is no substitute for good skills in accounting, personal relations, and written and oral communications.

* For further information on the Internet use the URL:
http://www.usc.edu/dept/sba/academics/marketing/career-sales.html

Utilize Specialized Selling Techniques

Activity 17

Marketing Education Competency

Learner Outcome

H4 Utilize specialized selling techniques

Competencies

H4a Compare goods or services favorably with competing products or services

Show-Me State Standards

Knowledge

CA1 Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)

Performance

1.2 Conduct research to answer questions and evaluate information and ideas

2.1 Plan and make written, oral and visual presentations for a variety of purposes and audiences

2.2 Review and revise communications to improve accuracy and clarity

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Objective

Given information regarding two competing products or services, each student will prepare a flyer which favorably compares one product or service with the other product or service accurately.

Suggested Activity

Step 1. Students compare the features of two similar products and then develop a sales campaign flyer which utilizes that comparison. The Student Information Handout, Radio Products, page 108, gives one example. Instructors can use similar product information for this activity.

Step 2. Flyers should be shared with the class. Student work could be displayed on a bulletin board or similar display media.

Approximate time--One to three class sessions

Assessment—Suggested Scoring Guide on the following page

Scoring Guide—Utilize Specialized Selling Techniques

Scale: 4 = Excellent 3 = Good 2 = Adequate 1 = Improvement needed

Name ____

4___3___2___1 Flyer reflects planning and preparation

4___3___2___1 Flyer is geared to appropriate audience

4___3___2___1 Flyer effectively uses comparison as part of the campaign

4___3___2___1 Flyer is free of errors

4___3___2___1 Flyer reflects creativity

____ points/20

Comments:

Student Information Handout

Radio Products

The following describes information about two similar products including the features and benefits of each product.

The Play-A-Lot AM/FM Radio

Features:

- Completely independent of batteries
- Completely independent of electricity
- Delivers full-power top-volume sound
- Just 30 seconds of winding delivers 60 minutes of sound

Benefits:

- The radio will always work—no batteries to corrode or die
- You can get music or weather reports—even if you are in a canoe
- Practical for outdoor use, made of rugged ABC plastic

The Sunshine CD/Clock Radio

Features:

- AM/FM tuner with memory presets for five stations
- World time zone map
- Mega-big stereo sound
- Power by adapter or AA batteries
- Headphones included

Benefits:

- Compact—goes where you go
- Replaces travel alarm and CD player
- Customized track selector at your fingertips
- Snooze alarm

Student Information Handout

Radio Products

The following describes information about two similar products including the features and benefits of each product.

The Play-A-Lot AM/FM Radio

Features:

- Completely independent of batteries
- Completely independent of electricity
- Delivers full-power top-volume sound
- Just 30 seconds of winding delivers 60 minutes of sound

Benefits:

- The radio will always work—no batteries to corrode or die
- You can get music or weather reports—even if you are in a canoe
- Practical for outdoor use, made of rugged ABC plastic

The Sunshine CD/Clock Radio

Features:

- AM/FM tuner with memory presets for five stations
- World time zone map
- Mega-big stereo sound
- Power by adapter or AA batteries
- Headphones included

Benefits:

- Compact—goes where you go
- Replaces travel alarm and CD player
- Customized track selector at your fingertips
- Snooze alarm